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TRAVEL SECTION

By Steamer to Alaska

FRANCES N. AHL

Broadway High School, Glendale

THERE is a lure in a steamship trip from Seattle to Seward—a certain intangible something about it which takes hold of one, yet defies all efforts of description.

A restful peace and quiet permeates the traveler's very being when from the deck of the steamer there unfolds before the eyes a landscape of most amazing beauty, a glorious panorama of stupendous magnitude and unsurpassed grandeur.

As one boards the steamer at Seattle and sails northward, one is soon entranced by the kaleidoscopic scenery. Gliding through the famous land-locked "Inside Passage" between the coast line of British Columbia and Alaska on the one side and the myriads of wooded islands on the other, one can often count a dozen glaciers coming to the water's edge, view innumerable waterfalls, silent fiords, dark deep canyons, and stretches of pleasant valleys.

And this body of water, sheltered from the pounding sea, is as smooth as a spring-fed mountain lake. Extending from Seattle to Juneau, it is 15 times as long as the Panama Canal and only a trifle wider! Until one traverses its course one little realizes the gigantic scale of the unfolding scene.

Circling gulls escort the vessel on its way; astern is the placid, mirror-like sea; on either beam the forests of cedar, spruce, pine, and

hemlock. At sunset the sky is veiled in a glory of gold and copper and with the coming of twilight, sea and hill alike are bathed in amethyst.

No words can describe the infinite charm, the marvelous coloring, the peaceful sublimity and the fascinating grandeur of the "Inside Passage."

On the third day the steamer crosses the International Boundary at 54 degrees 40 minutes north latitude and enters Alaska. Ketchikan (an Indian word meaning "a town under the eagle"), 50 miles north of the International Boundary line and 662 miles north of Seattle, is the first American port of entry and the largest city in Alaska. The present population ranges from 6000 to 6500.

It is a picturesque little town, placed on a hillside, with its business section along the seashore. Just sufficient trees have been cut down to permit the building of the houses, hence the forest encloses the town on all sides. With its houses clinging to jutting rocks and cliffs and tucked away in various nooks and corners, Ketchikan has the appearance of a foreign town rather than an American city.

It is not generally known that there are more fish canneries in and around Ketchikan than around any other city in the world. Here is the fishing center of Alaska with its nine salmon canneries, two large cold storage plants for freezing millions of pounds of halibut each year, and its service as distributing point for 30 other canneries in the district.

A few minutes walk from the town and the tourist views the waterfalls and Ketchikan creek, where thousands of salmon leap the foaming waters on their way to the spawning



Valdez, Alaska, viewed from the dock, with magnificent snowy ranges dominating the background



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Newtown, Ketchikan, Alaska. This view shows the forested slopes, water front, shipping, and distant mountains. This is the largest city in Alaska

banks. Ketchikan is also a mining center for copper, gold, platinum, silver, lead, and marble.

Leaving Ketchikan the vessel steams through the Tongass Narrows, passing Guard Island Light and enters Clarence Straits. After three hours of sailing, it passes Lincoln Rock and is in Stikine Straits. Wrangell, situated on the island of the same name, is located at the mouth of the Stikine river. One of the oldest cities in Alaska, it dates back to Russian days. Here are more than 25 splendid examples of totemry, some of the finest in all Alaska.

PROCEEDING northward, the steamer winds in alluring fashion through the famous Wrangell Narrows, a 21-mile stretch of the most magnificent, narrow channel, navigable only at high tide. Precipitous on either side are the mountain walls, clothed with spruce and cedar. The way is well marked with lighthouses and buoys. So devious is the passage that these guiding posts seem to appear every few yards and the width between the mountains looks insufficient for the passage of the boat.

At the northern end of this most interesting and picturesque passage, the steamer docks at Petersburg—a thriving little town, the center of numerous fur farms and extensive lumbering, as well as fish, crab, and shrimp canneries. Unlike so many of the Alaskan towns, Petersburg has a level setting.

Nearing Juneau, the steamer passes Thane, on the right, an old tin mine which was abandoned shortly after the war; and, on the left, the famous Treadwell mine, formerly one of the richest gold mines in Alaska. This mine was abandoned some 12 years ago due to the caving in of a tunnel which was driven under the channel. Almost equally famous are the Alaska-Gastineau and the Alaska-Juneau mines—the latter the richest gold mine in the territory. Directly across the channel from Juneau is the

deserted town of Douglas, one of the wildest towns in Alaska during the early days.

Juneau is not only the center of great mining and fishing industries, but it is also the capital of Alaska, residence of the Governor, and the seat of all the administrative offices of the territory. Here also is the Territorial Museum, housing one of the largest collections of Eskimo antiques in existence.

A short distance from the town one may view beautiful Lake Auk and Mendenhall Glacier, a

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marvelous mountain of white and steel-blue ice with its stupendous ice cave.

LEAVING Juneau the steamer charts its course through Icy Straits into the Gulf of Alaska. Even during the ocean trip the vessel remains in sight of land (at times 50 miles distant) and on a clear day one may see stretching to the north the Alaskan Coast Range, Mount St. Elias and Malaspino Glacier located on the south slope of the St. Elias Mountain range. Consisting of six large ice streams, it is one of the most spectacular features of Alaskan scenery. Furthermore, with its area of 1500 square miles, it is the largest glacier in the world.

After crossing the Gulf, the steamer passes "inside" at Cape Hinchinbrook and enters Prince William Sound. Steaming its protected channels for a few hours the vessel arrives in Orca Bay, and within an hour is docked at Cordova.

This port, commonly called the "Copper Gateway" of Alaska, has a population of 1200. It is the ocean terminus of the Copper River & Northwestern Railroad leading to the noted Kennecott copper mine—the largest and richest copper deposits in the world—and the gateway into the interior via the Richardson Trail. It is this section of Alaska that has furnished the setting for Rex Beach's novel "The Iron Trail."



Wrangell, named after Baron Wrangell, Governor in 1830. Parts of the Russian fortifications still remain

Along this railroad may be seen beautiful Lake Eyak, the famous Miles and Childs glaciers, the million-dollar bridge over the Copper River and Abercrombie Canyon. Where the Childs Glacier meets the Copper River, one is indeed favored when huge pieces of ice, weighing hundreds of tons, break from the side of the glacier with thundering roars and float down the river in the form of icebergs.

With its large salmon canneries and the biggest clam cannery in existence, Cordova is a fishing as well as a mining center.

Crossing the Sound from Cordova to Valdez presents a journey of scenic enchantment similar to the "Inland Passage", and the little town nestling at the feet of lofty snow-covered mountains forms another magnificent picture. Valdez is the headquarters for the United States military telegraph and cable lines which connect the territory with the outside. It is also the coast



The famous Wrangell Narrows, navigable only at high tide

terminus of the Richardson Highway extending from Valdez to Fairbanks where it connects with the Government railroad.

ABOUT five hours run from Valdez and the vessel creeps through fantastically-shaped and wonderfully colored icebergs to make an hour call at the mighty Columbia Glacier—"a living river of ice."

Whether one views it in the soft light of early dawn or the mellow shadows of evening, one cannot help but be impressed by its splendid majesty. And what excitement permeates one's very soul when the mere vibration caused by the whistle of the steamer brings down huge pieces of ice crashing into the sea!

One of the most fascinating of all Alaskan cities is the unique, little town of Latouche with its copper mine and mill.

Passing through the famous Harding Gateway, the steamer enters beautiful Resurrection Bay and arrives at Seward, the terminus of the Government railroad. Seward has the most impressive location of all Alaskan cities. With clear weather one may enjoy its fascinating grandeur—the giant snow-capped mountains, the still blue waters of the sea, and the most glorious Alaskan sunset that the Creator's brush can paint; and a little later, such a moon as only Alaska can display.

Seward is a government coaling station and naval base. With one of the finest deep water harbors on the Pacific Coast, it also serves as the outfitting point for the renowned Kenai big game country, and the gateway to American interior Alaska.

The return trip from Seward follows the general course of the outward voyage, except that at times the vessel leaves its course to call at some cannery or saltery, isolated in a quiet cove. As the ship steams through the intricacies and magnificent scenery of the narrow passages, around great gray bluffs and past innumerable wooded islands, one obtains the fullest scenic value of the journey.

Each moment presents a continuous, ever-changing panorama of superb scenery that has no equal. The snow-capped peaks and glaciers surpass those of Switzerland. The color and contour of the many harbors that indent the coast excel in beauty the Bay of Naples.

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A Summer Tour of Nippon

CHARLES C. HILL, *Principal*

Wasco Union High School, Kern County

THE band was playing gaily; excited passengers lined the rail. Numberless strips of bright-colored serpentine temporarily bound friends on deck to friends on the dock, when powerful tugs gently pushed the steamer out into the Bay. She moved smoothly past the beautiful and familiar San Francisco shore-line, with its hills and tall buildings softened by a thin mist. Out through the Golden Gate she glided, on a voyage which was to bring me many surprises and contrasts, and a new understanding of Oriental peoples.

For days our ship had swallowed incredible quantities of freight: asphaltum in barrels, crated autos, great hogsheads of leaf tobacco and pig lead. Now, added to this sobering weight of cargo, a full passenger list was starting out upon a glorious adventure.

Much of the pleasure of a voyage depends upon the passengers. Our ship held representatives of nearly every Oriental and Occidental country. There were professional and business men, importers, exporters, tourists, honeymooners, writers, and teachers. A group of fifty American-born Japanese Boy Scouts were going to take a first view of the land of their ancestors. There were two champion returning teams of college athletes.

After a few days of calm sailing, upon a beautiful summer sea, we

slipped along a green shore-line at daybreak one morning, past the great promontory of Diamond Head, into the harbor of Honolulu. The fine business buildings and the beautiful drives amid tropical vegetation at once attract the traveler. However, I missed something of the color of Tahiti and the giant trees of the avenues of Papeete. The outstanding mark of Honolulu, in my memory, is the hospitable attitude of its people. They are lavish in courtesies to visitors.

After sixteen days of rest, reading, music, and good company, we tied up at the dock of Yokohama. I was soon riding for the first time behind a "human horse," in a ricksha, to my hotel.

Only six years ago, Yokohama and Tokyo were overwhelmed by an earthquake. Great storage tanks of oil burst and poured liquid fire over the streets, down the water courses, and even over the bay. The destruction was terrible and complete; the recovery has been miraculous and quick. Now one finds modern cities with broad avenues and fire-proof buildings in the business and waterfront sections. Only a few blocks away is a "Theatre Street" gaudy with banners, lanterns, and color, the sidewalks lined



A native Chinese market in Peking

with booths and street markets, and thronged with gaily-clad pedestrians. The center of the street is a confused tumult of autos, oxcarts, bicycles, and rickshas.

From Tokyo we rode for some hours through a strangely familiar landscape to Nikko. I had expected something novel and Oriental, but, as I looked on the vivid greenness; the many little streams, the thatched houses, and the tall trees, I felt sure that I must be riding again through lovely Normandy, where "every little farm is a garden."

JAPAN is rich in temples. There are nearly 900 in Kyoto alone. Nowhere else did I see shrines that could compare with the two at Nikko in their beautiful natural setting, in a forest of great trees, on the green mountain side. The buildings are marvels of Oriental architecture and ornament. Most of all I was impressed by the avenues of cryptomerias, which lead to the temple grounds. It seemed as if someone must have transplanted thousands of our California redwoods in miles-long, straight rows, green and shadowy, with always a deep blue haze in the background.

Swimming with the Gold-fish

Miyanoshita is a fairy-land resort in a beautiful canyon, with a famous hotel, extensive grounds, flowers and trees, tennis courts, a large out-door swimming pool, and Japanese service and courtesy at their best. All of the hotel rooms had "laid on" hot water, piped from natural hot springs. There was a Roman bath with walls and ceiling of plate glass. As the visitor swims in his bath, the gold-fish swim over and around him.

A whole day's rail journey lies between the large cities at the eastern end of the main island and a group near the western end including Nara, Kobe, Kyoto, and Osaka. From the train there are glimpses of the sea, of busy villages and towns, and always the great plain of gently rising, green, rice checks, occasional thatched farm-houses in clumps of tall trees, and the green mountains in the distance.

Osaka, larger than Paris, is a center of manufacturing and like Kobe and Kyoto, offers especially interesting shops. The carved wood, ivory, porcelain, silk, and cloisonne are irresistible. Nara is known for its temples, lakes, and an enormous park, where a thousand sacred deer walk about, graceful and unafraid.

South of the main island there lie thousands



The water people. Boats at Shanghai

of smaller islands, green to their tops, with fishing villages at the water line. Between these islands lies the Inland Sea, a body of protected, still water, blue in color and with the marvelous blue haze forming the background of every landscape and every view.

One of these smaller islands is Miyajima, one of the three foremost beauty spots of Nippon. I crossed to its pagoda-like hotel, and later sailed completed around the island in a motor boat. The shore line is a series of pictures of little coves and beaches with fishermen's cottages and picturesque boats, with a steep background of feathery, green trees. Fate favored me, and upon my return I rode through the most famous torii in Japan. At high tide this torii stands far out into the sea.


Palace and Temples of Peking


Of all the Chinese cities, Peking is probably the most interesting, for here are all the temples and palaces of the old Manchu line.

The immensity of the Forbidden City impressed me most. Within the walls there are hundreds of buildings, and when at a little distance, one has once seen the sun shining on their roofs of glazed, imperial golden-yellow




A characteristic Japanese street scene, showing modern and antique features





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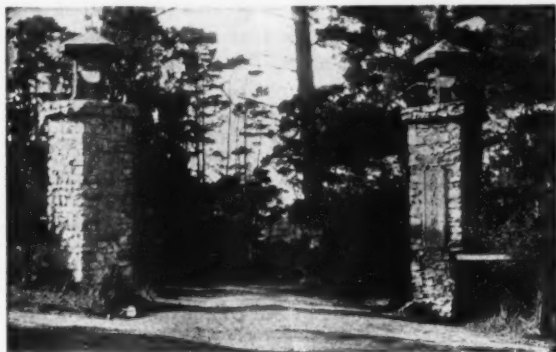
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tiles, the brilliant sight is unforgettable. The Summer Palace, the Winter Palace and the Temple of Heaven all call up reminders of the past greatness of China's rulers, and evoke especially the personality of the Dowager Empress, so dominant and autocratic.

Of all of Peking's monuments, the one that appealed to me most was the great, circular, carved, marble Altar of Heaven. During 500 years, this white marble has turned to the color of cream, and this lacy structure made me think of a gigantic, round, carved ivory box. One can imagine the spectacle when, covered with silk canopies, it was the scene of gorgeously brilliant ceremonies of the emperors.

AFTER a visit to Shanghai, I returned through the Inland Sea to Japan. As we approached Yokohama once more, early in the morning, I had my best view of Fujiyama. Fuji stands so high, so isolated, so majestic, that one feels at once that it is the guardian of the nation, and realizes why it is the center of every picture and decoration that is typical of Japan.

Someone has written "The traveler, drifting homeward from the Orient, carries with him gorgeously-tinted memories of pagodas and Packards, of straw-thatched mud huts and palatial hotels, of patched, blue-cotton, coolie cloth and shimmering brocades; it is a land where camels collide with Fords." But the greatest of all contrasts I met was that of the Japanese themselves compared with other Orientals.

The Remarkable Japanese

I confess that I left home with some California prejudices regarding the Japanese; I lost them all before my return. Their superiority as a people grew constantly. They are a clean, neat, business-like, honest, friendly and polite

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nation. They have a Roman love for baths. There could be no greater proof of their ability as business men than the rapidity with which they have rebuilt the large cities destroyed by the earthquake, or their efficiency in administering their protectorate over Korea.

In their stores and hotels there was a noticeable absence of the greed and desire to gouge the tourist that one so often meets in other countries. The hotel-men seemed to feel that taking your money for room and board was the least part of their duty, that, unless the visitor found the country full of interest and enjoyment, they had failed.

Accordingly, they frequently took a personal interest in the traveler, and offered helpful information with regard to sight seeing and shops, suggested near-by excursions, and gave much helpful advice. Nothing calls out friendliness like friendliness. It would be impossible to experience the daily, friendly and courteous attitude of the Japanese without responding to it.

Now that so many miles of the Pacific separate me from the Orient, my memory calls up a somewhat confused picture not only of the blue color of the sea and the green of the plains and mountains, but of the gay color of the kimonos in the streets, where every little girl has a baby tied on her back, the clatter of the wooden sandals on the pavements, a sound as characteristic of Japan as the roar of the taxi horns is of Paris, the dignified courtesy of the people, and Fuji standing guard over all.

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World Friendship of Children

JEANNETTE W. EMRICH, *San Francisco*

MANY people throughout the country, children and grownups, too, are welcoming the third friendship project, promoted by the Committee on World Friendship Among Children. For four years the Committee has been building understanding and good-will among the children of two countries through a simple concrete expression of friendship.

When the Committee started its work, there was doubt in the minds of some as to the value of sending dolls to Japan. The whole effort was a venture. The doll friendship project proved far more successful than the Committee had anticipated. Thirteen thousand doll messengers of friendship were sent to Japan. This remarkable response came from every part of our country and a still more remarkable one from the people of Japan.

The next year 30,000 friendship school bags were sent to the children of our neighboring country, Mexico, and were distributed in the primary schools with the co-operation of the Mexican Ministry of Education.

It is difficult to teach peace in the abstract to small children, but how simple and effective a thing it is to send messages of friendship from the children of the United States to the children of other countries when we make the sending dramatic by choosing a symbol for carrying the good-will thought.

This symbol must be of special significance for the country to which it is going. In the case of Japan, the symbol chosen was a doll. For Mexico, whose interests and thoughts are turned toward the education in her schools, a friendship school bag was chosen.

In the carrying out of the third friendship project, the gold of the children's friendship will be packed in a friendship treasure chest. The

Third Friendship Project closes **August 1, 1930**. The country selected is the Philippine Islands. This is essentially a project for children and should be so considered. It should be developed in such a way that children may have all possible educational value from it.

Suggestions for filling the chest are given in the leaflet of instructions which may be secured from the office of this magazine, which has also kindly agreed to forward orders for the chest themselves. The closing date is August 1.

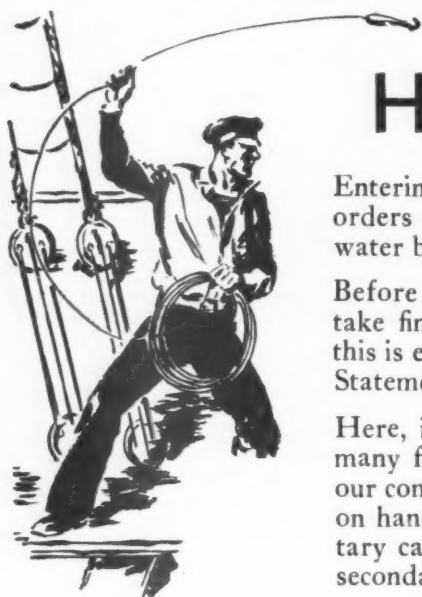
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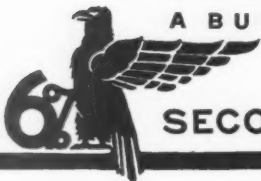
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MAY, 1930

No. 5

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Placement Service for C. T. A. Members

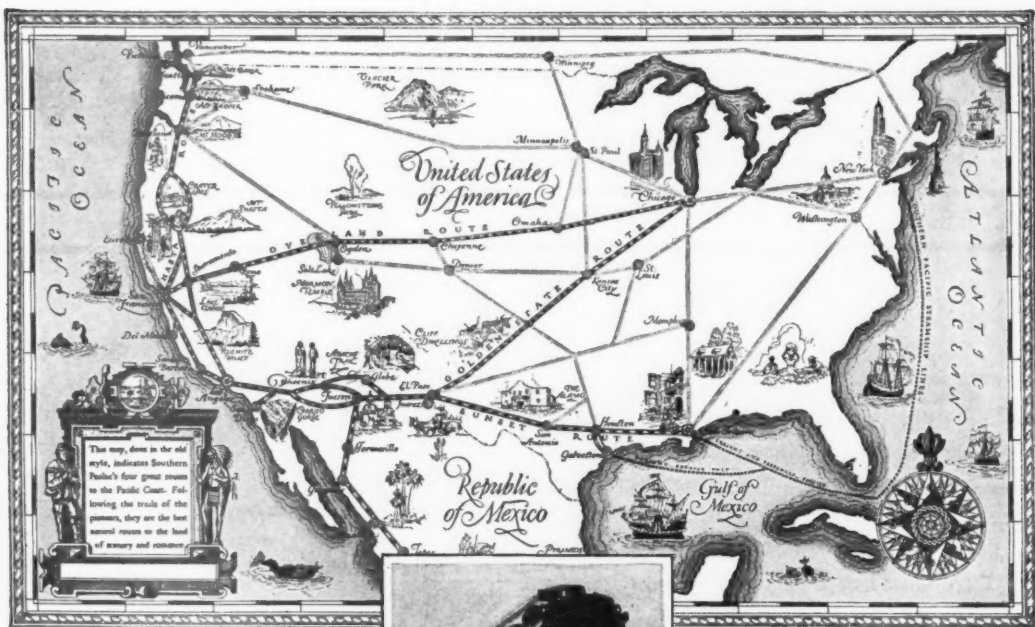
F. L. Thurston

Earl G. Gridley

CALIFORNIA Teachers Association maintains a placement service for the benefit of school boards, superintendents, and other employing officers who are seeking qualified teachers, and for members of the Association. Each year hundreds of members are placed. Members are entitled to register (without charge) for placement. **Earl G. Gridley**, secretary of the C. T. A. Bay Section, is manager of the Berkeley office, 2163 Center Street; phone THornwall 5600.

Placement Bureau of the C. T. A. Southern Section is under the direction of **F. L. Thurston**, manager of the bureau and executive secretary of the Southern Section. Teachers interested in Southern California placement should register in the **NEW Los Angeles Offices — 307 California Reserve Building, Fourth and Spring Streets**; phone TRinity 1558. C. T. A. placement is a professional service.

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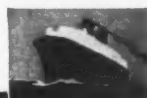
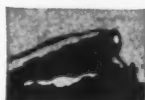
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SIERRA EDUCATIONAL NEWS

Vol. XXVI

MAY 1930

No. 5

Demand for Trained Librarians

W. E. HENRY, *Dean of the Library School
University of Washington, Seattle*

TRAINED librarians are a relatively new product, scarcely heard of 50 years ago. Until recently the library was not known as a great, universal, democratic, educational institution. That view of it is recent, positive, and becoming universal.

The librarian was found to be a necessity, to whom those who needed and wanted books—the culture of the world—might appeal for guidance. The preparation of librarians created the library school necessity. Thirty years ago there were but four such schools, all in the United States and all located in the extreme East, each graduating but few students annually.

From these few in 1900 we now have 17 recognized schools, well distributed in 14 states from Boston to Atlanta, and from the Atlantic to the Pacific. Most of the schools are an integral part of colleges and universities and demand college preparation for admission to the school.

We have a greatly increased number of schools and each is graduating larger numbers each year. These facts indicate clearly the growing demand. Yet we have but a beginning of what the demand may become. The ready placement and growing salaries are in harmony.

A Brisk Demand

The demand for librarians now is not confined to public and institutional libraries, for there is a marked and growing demand for librarians in private business organizations, such as factories, professional offices, etc.; in fact in every line of human activity where directors need to know what the world is doing in similar lines. As publishers issue books on all subjects, libraries and librarians are needed in all lines.

The most rapidly growing demand is just getting under way. We can scarcely imagine the demand the public will soon make for libraries and librarians. Every progressive state is developing the county library, for through these only can we entertain a hope of reaching all the people with the culture and convenience of books.

The demand for libraries and librarians in the public schools, especially in the cities, will bring

a call for well prepared librarians that will far exceed any demand as yet made. The demand is just beginning—we can hardly say it is well under way, but clearly enough it all means that our greatest question will be where and how can we secure the librarians that we shall need.

California's County Libraries

BEATRICE S. ROSSELL,
American Library Association

THE county library system of California, unrivaled in any state of the Union, will have a prominent place in discussions at the American Library Association conference, to be held at the Biltmore Hotel, Los Angeles, June 23-28.

Forty-six of California's 58 counties now have this public library service. More than 2400 schools profit by it. The heart of the system is the new State Library at Sacramento where Milton J. Ferguson, state librarian, and Mrs. May Dexter Henshall, county library organizer, direct county library development.

While there is necessarily a county headquarters for each county library, most of the books are distributed to readers through branches established in library buildings if the community is large enough; through country post offices, telephone offices, pumping stations, mines, stores, lookout stations or road camps in communities which are small and isolated.

The services of a county library are intended for every resident in the county and are reinforced by state library service as well. If an isolated lumberman or forest ranger craves companionship, he may have good substitutes in the volumes carried to him by stage, pack mule or even airplane. If a teacher in some inaccessible mountain school wants a book, the only copy of which is in the Los Angeles library, the book may be quickly located at the request of the county librarian through the Union Catalog at Sacramento.

County libraries were unknown in California until 1909, when James L. Gillis, state librarian, introduced the first law permitting their establishment. Last year the Los Angeles County Library, alone, circulated more than 2,000,000 books and periodicals to 900,000 people.

A recent article in the United States Daily,

written by Edith A. Lathrop, assistant specialist in school library service in the federal office of education, illustrated the value of county library service to schools by quoting a survey made in two California counties by the State Department of Education. One county had county library service which the other lacked. In topography, population, assessed valuation, number of school districts and total amounts expended for schools the two counties compared favorably.

"The survey shows that the schools in the county with county library service are supplied by the county library with classroom libraries, supplementary textbooks, phonograph records, stereographs and magazines for children's use as well as professional magazines for teachers."

"Under the supervision of the county librarian these materials are circulated among the schools of the county; and practically all of the children are reading good books for recreation. The teachers report that the children who have the 'reading habit' advance more rapidly in their studies than those who read but little.

"In the county without library service each school purchases its own collection of library books. There is no plan of circulating books from one school to another, and no supervision by a trained librarian.

"The survey revealed a vast accumulation of unused supplementary textbooks, books of reference, and books for general reading. Many of these books would be valuable if they could be circulated among other elementary schools, high schools or communities.

"The teachers in this county report that they are unable to get sufficient up-to-date supplementary textbooks to supply their needs.

"An investigation of the amounts spent for library books shows that the expenditures for the year in which the survey was made were practically the same in the two counties. The county library spent \$3560; the school districts in the county without a county library, \$3243.

"The money spent by the school districts in the county without a county library bought for each school only a few new books. These, the report states, would soon be put to sleep on the shelves of their respective school district libraries to augment the constantly increasing number of dead books.

"In the county with a county library, each school in the county, by co-ordinating its library resources with those of the county library, received a return many times in excess of what it would have received had it expended its own library funds."

MISS LATHROP added: "Co-ordination of school district library resources through a central school library department within the

county library is an outstanding achievement of county libraries in California."

Twenty years ago a generous supply of books in a school was considered more a luxury than a necessity. Today most progressive schools have adopted the project method of teaching and not only books but magazines, maps, and other supplementary materials are in demand.

A significant report of county library service to a one-teacher school in Sacramento County showed that more than 400 books, 3 maps, 26 music records, 4 magazines and a globe were supplied in one year to the 28 pupils in the school. The cost to the district was \$50, although the valuation of the material supplied, exclusive of transportation, supplies, salary of the head of the school department and other overhead expense was more than \$600.

In a large school, serving 500 pupils, nearly 3000 books were supplied in a year, including 88 dictionaries and encyclopedias, at a cost to the school district of \$550, although the actual value of the material was well over \$2000. Such service would be impossible if it were not for the pooling of school library funds with the resultant building up of a large central school collection and a system of **keeping the books always in circulation**. This service is augmented by the supplying of books for home reading and other material drawn from the wide resources of the county library.

The county library is considered by the American Library Association the **best means of providing books to readers in rural sections**, and the Federal Office of Education advocates county library service to schools. Many other states in the Union, besides California, are interested in the establishment of county libraries.

* * *

The Development of the United States

WILSON PORTER SHORTRIDGE

Macmillan Company, New York, 1929

A review by ELMER H. STAFFELBACH

THE United States as an undeveloped frontier; the progress of the American people toward a stable constitutional government; their social, material, and industrial development; and the United States in world affairs: These are points of view in this new history of the United States for high school students.

Without making radical departures from the traditional chronological sequence of history, the author has managed to introduce many of the better features of the topical arrangement. He has selected well his points of emphasis. The book is written in the spirit of progressiveness for the children of a virile race of forward-looking people.

* * *

In **Santa Ana** the Francis Willard School is being reconstructed and additions are being made to the Julia Lathrop High School; the total cost \$494,000.

California Teachers Association

Board of Directors Meeting

THE regular meeting of the Board of Directors, California Teachers Association, was called to order by President J. M. Gwinn at 7:30 p. m., April 11, 1930, at the Palace Hotel, San Francisco. The following members were present:

Robert L. Bird	Mrs. Eugenia W. Jones
George C. Bush	David E. Martin
E. I. Cook	Paul E. Stewart
Clarence W. Edwards	Roy W. Cloud,
Roy Good	State Executive Sec'y.
Joseph Marr Gwinn	

A request from Superintendent W. G. Paden, chairman of the Committee on High School, Junior College and University Relations, that two members of his committee be sent to the high school principals convention at San Diego to confer with a similar committee of that association was presented. Mr. Good moved, which motion was seconded by Mr. Cook, that the traveling expenses for the two members of this committee be paid. The motion was carried and the Secretary instructed to make the necessary arrangements.

The board considered the matter of a **Constitutional Amendment on Retirement** as mentioned at the Legislative Committee meeting. After discussion, Mr. Cook moved and Mr. Bush seconded the motion that the directors recommend no plan for retirement which would require a constitutional amendment. The motion was carried.

The financial, membership and advertising reports were presented and on motion of Mr. Stewart, seconded by Mrs. Jones, were received and placed on file.

Two applications for loans from the **Mark Keppel Loan Fund** were received. They were of such a nature that the President and Secretary did not wish to assume the responsibility. The advice of the directors was accordingly asked in the matter. On motion of Mr. Bush, seconded by Mr. Edwards, the Secretary was instructed to make the loans.

A letter from the National Education Association asking the California Teachers Association to endorse the bill now before Congress providing for a federal **Department of Education** with a secretary in the President's cabinet was discussed. On motion of Mr. Martin, seconded by Mr. Bush, the Board of Directors authorized the Secretary to recommend to the council an endorsement of the same.

The matter of **State printing of high school and supplementary text-books** was considered. The Secretary was instructed to contract with a firm of certified public accountants to make a study of the costs of State printing.

A request from the American Commission on **International Hygiene Congresses** asking the California Teachers Association to appoint delegates to the Congresses at Dresden was read. The Secretary was instructed to make inquiry as to whether any member of the Association would wish to have credentials as an official representative.

The report of the conference of officers of state and national associations, which outlined the activities of the National Education Association, was read.

The Secretary presented a report from a certain organization in California questioning the policy of the California Teachers Association in regard to the acceptance or rejection of material for the **Sierra Educational News**. Whereupon the reply to an inquiry concerning the same was read. The Secretary was directed to delete the names and print the reply in the **Sierra Educational News** in order that the policy of the Association might be understood by the membership in general.

*Mr. Roy W. Cloud,
State Executive Sec., C. T. A.,
San Francisco, California.
Dear Mr. Cloud:*

CERTAIN rumors and reports have come to the members of the — High School faculty. In order that we may have a statement direct from headquarters to guide our thinking, the faculty by unanimous vote requested that I write to you concerning apparent controversies.

I believe I can make the situation more clear by asking several questions than in any other approach.

1. Is it the policy of the management of the **Sierra News** to throw open its columns to discussions by the membership of the C. T. A. of questions in which a portion, at least, of the membership are interested?
2. Would such discussions necessarily have to undergo the censorship of the Council of Education before being acceptable for the columns of the **News**?
3. Is it the policy of the management of the **News** to open its pages only to those things which have gone through the usual routine of committees, etc., and are perhaps partially settled, or is it an open forum for placing before

the membership of the C. T. A. new suggestions and ideas with an opportunity to discuss them?

4. Through what channel or channels can the rank and file of the membership of the C. T. A. touch and influence the editorial policy of the News?

I want to assure you that the faculty of the — High School is not interested in these questions in connection with any particular person or case, but as a matter of information which may guide our attitude when questions arise.

I thank you for your trouble and interest. Cordially, ———, Principal.

DEAR MR. ———: Yours of April 4, 1930, concerning the policy of the Sierra Educational News has just been received. I shall answer your letter in line with the inquiries as you made them.

First, it is the policy of the Sierra Educational News to throw its columns open for discussion to the membership of the California Teachers Association on questions in which the membership at large is interested. It is, however, the policy of the management of the Association to try to have as much diversification as possible in admitting material.

Every month a large amount of material comes in which we find it impossible to use. This is probably the case with every magazine of great circulation. We do endeavor, however, to make some use of all material that comes in but at the same time we reserve the right, when a particular line of material has been given prominence in one or two issues, to refuse to run any more material along that line while other lines of activity desire special attention.

Second, because of the dissatisfaction of a member of the California Teachers Association who insisted that her material be published in three consecutive issues of the Sierra Educational News when the material had been given prominence in two other preceding issues, I asked the advice of the Board of Directors.

They instructed me that in cases of the kind mentioned, after considerable space had been given to any particular individual and that individual continued to request more space, that the matter be given to an appropriate committee for study as to whether or not further information should be sent out to the teachers of the state.

Third. The above statement on No. 2 answers rather in detail this question. We have never refused to throw open our pages to any-

one, but when any one individual seeks to have a particular line of activity take precedent over all other lines of activity, then we feel that we have a right to decide whether that individual should have exclusive use of the columns or whether the membership at large shall be served.

Fourth. There is no stated or fixed editorial policy of the Sierra Educational News. If you will read the back numbers of the Sierra Educational News, you will find that we have made use of editorials only twice in the past two and one-half years. The only policy we have is to print as much material from our contributors as we can possibly get into the columns of the journal. It was necessary for us to put sixteen additional pages into the April issue of the magazine in order that the material submitted by our members could be used.

I am glad that you wrote me concerning this matter as I have heard that considerable discussion has been current because of our refusal to print three articles on one of the phases of proposed legislation. In this particular case we could not see where anything could be gained by continuing the contributions.

Two bills concerning the situation had been introduced by the California Teachers Association and successfully passed through the legislature, the governor in each instance vetoing the bills. A bill concerning the situation but taking care of the objections which the governor raised in the last two vetoes has already been prepared and will be submitted to the Legislative Committee of the California Teachers Association at its meeting on Friday of this week. Under the circumstances we could see no valid reason for rejecting other material which had been submitted to us in order that we might use the material sent to us by the member in question.

Trusting that this explanation will give you at least our side of the matter and assuring you that we shall always print as much material as we possibly can from the different members of the organization, I am, yours very truly, Roy W. Cloud, State Executive Secretary.

On the request of Mrs. Jones, it was regularly moved and seconded that Dr. Staffebach research director of the California Teachers Association, be instructed to make a study of **kindergarten-primary** problems as requested.

No further business appearing, the meeting was adjourned.

ROY W. CLOUD
State Executive Secretary

Meeting of the New Board of Directors

THE newly-elected Board of Directors, California Teachers Association, was called to order by the Executive Secretary at the Palace Hotel, San Francisco, at 3:05 p. m., Saturday, April 12, 1930, the following members being present:

Robert L. Bird	Mrs. Eugenia W. Jones
George C. Bush	David E. Martin
E. I. Cook	Paul E. Stewart
Clarence W. Edwards	Roy W. Cloud,
Joseph Marr Gwinn	State Executive Sec'y.

The Secretary reported that the order of business would require the election of a president, a vice-president and a treasurer.

On unanimous vote of the board, **Dr. Joseph Marr Gwinn**, Superintendent of Schools of San Francisco, was re-elected **president** for the ensuing year.

On unanimous vote **Superintendent George C. Bush** of South Pasadena was elected **vice-president**, and by similar action, Roy W. Cloud was elected treasurer.

President Gwinn appointed Director Bush to act as his associate on the Finance Committee of the Board.

On motion of Director Martin, seconded by Director Jones, the next meeting of the Board was fixed at 9 a. m., June 7, 1930, at headquarters in San Francisco.

No further business appearing, the meeting adjourned.

ROY W. CLOUD
State Executive Secretary

* * *

Congratulations

THE re-election of the entire board of directors of California Teachers Association by the State Council of Education was not only a compliment to the members of the group but also bespoke the confidence of the Association in its executive body. There have been few annual meetings of California Teachers Association when the entire directorate was returned to office.

A distinct honor also was accorded President J. M. Gwinn in his unanimous re-election to the presidency. Mr. Gwinn has now entered upon his third term as head of our great statewide teachers association. His ability as an administrator and executive has been demonstrated in the past. The teachers of California are to be congratulated upon having him as the leader of their organization. Dr. Gwinn has carried on a most excellent program of educational improvement in San Francisco. He can

be counted upon to advance the cause of the public schools in all of California.

The newly-elected vice-president, George C. Bush, superintendent of the South Pasadena city schools, is one of the outstanding educators of Southern California. He has been a director for the past two years and may be depended on to assist President Gwinn in every way towards the furtherance of the best in educational procedure.

David E. Martin, Superintendent of the Alameda County Schools, retiring vice-president, was not a candidate for re-election. Mr. Martin expressed the belief that with Dr. Gwinn as president, the vice-presidency should be accorded to the southern part of the state. Mr. Martin has been most faithful as a director and official of California Teachers Association. The Association is fortunate in having him as a member of the Board of Directors.

* * *

The Continuous Survey

W. HARDIN HUGHES, Director
Bureau of Administrative Research
Pasadena City Schools

A review by Elmer H. Staffelbach

EXPERTS in the school survey movement have long been pointing out the advantages of the continuous survey.

Dr. J. B. Sears states, in the preface to his book **The School Survey**, that "... the technique of the survey is essentially a part of the proper technique of administration, supervision, and teaching." This has come to be accepted more or less generally as the **theoretically** correct mental attitude on the part of school administrators.

However, the theoretical is not always carried over into practice. A fine example of the best practice in applying the continuous survey to the school system is found at Pasadena, where the researches are under the direction of Dr. W. Hardin Hughes.

Excellent monographs setting forth studies in administrative research come frequently from Mr. Hughes office. He has recently compiled, under the heading, "The Continuous Survey," many charts taken from such monographs published during the last eight years.

The compilation tells graphically in many details, the story of the Pasadena school system over the period covered. The charts and graphs are exceedingly ingenious in their arrangement for interest and clarity. Certainly the compilation would serve admirably to supplement a textbook in a course in school surveys or in administrative research. It will also have great interest as a model to the student of graphic art.

C. T. A. Council of Education

Annual Meeting, April 12, 1930



HE annual meeting of the California Council of Education, California Teachers Association, was held, according to corporate law, April 12, 1930, at the Palace Hotel, San Francisco.

The meeting was called to order by President Joseph Marr Gwinn. Roll-call showed the following members present:

BAY SECTION

Pansy J. Abbott
Lewis E. Adams
Walter L. Bachrodt
Ethelind M. Bonney
J. H. Bradley
Archibald J. Cloud
Albert S. Colton
W. P. Cramsie
Mabel R. Ellis
A. G. Elmore
L. P. Farris
Willard E. Givens
Earl G. Gridley
J. M. Gwinn
Joseph E. Hancock
Eva Holmes
Edward W. Kottlinger
W. Edna Maguire
David E. Marin
Mary F. Mooney
Edgar E. Muller
William G. Paden
Thaddeus H. Rhodes
Lewis W. Smith
Dan H. White
Will E. Wiley
John R. Williams
Mabelle Wilson
Helen A. Winchester

CENTRAL SECTION

S. J. Brainerd
Lawrence E. Chenoweth
Clarence W. Edwards
C. L. Geer
J. F. Graham
Herbert L. Healy
Louis P. Linn
May R. McCardie
DeWitt Montgomery
Lewis C. Thompson

CENTRAL COAST SECTION

Robert L. Bird
Mrs. Catherine Gray
Hooton
T. S. MacQuiddy
Arthur Walter
Edna H. Young

NORTH COAST SECTION

George B. Albee
Mrs. Annie R. Babcock
Roy Good
Lena Guidery

NORTHERN SECTION

Charles H. Camper
Edward I. Cook
Ralph W. Everett
R. E. Golway
Mrs. Minnie M. Gray
Robert R. Hartzell
Charles C. Hughes
Mrs. Vivian L. Long
Chester D. Winship

SOUTHERN SECTION

Mrs. Rhea E. Allen
W. D. Bannister
George E. Bettinger
Arnold A. Bowhay, Jr.
Clarence R. Briggs
C. L. Broadwater
George C. Bush
Anna Davis Clark
Emmett Clark
A. R. Clifton
H. G. Clement
Cornelius B. Collins
Beulah B. Coward
J. A. Cranston
William P. Dunlevy
B. F. Enyeart
Noel H. Garrison
Hugh M. Gilmore
Arthur Gould
Gladys B. Grabill
Helen H. S. Greene
F. A. Henderson
Ella C. Hickman
Isabella H. Hilditch
H. H. Hoffman
Will H. Hoist
C. Ray Holbrook
Osman R. Hull
Christine A. Jacobsen
Charles L. Johns
Mrs. Eugenia West
Jones
Grace Laughlin

Gertrude Leland
Mrs. Hortense A. MacKeever
Gertrude Mallory
F. F. Martin
R. P. Mitchell
Harry J. Moore
George U. Moyses
Ruth Newby
J. P. O'Mara
Oliver P. Palstine
Mrs. Georgia B. Parsons
S. M. Partridge
A. H. Riddell
Claude W. Sandifur
George W. Scott
Harold F. Seal

Albert M. Shaw
George C. Sherwood
E. E. Smith
Xenia Steinberg
Mrs. Kathleen H. Stevens
Paul E. Stewart
K. L. Stockton
Robert A. Thompson
Fred L. Thurston
H. S. Upjohn
Albert F. Vandegrift
John W. Waldron
Richardson D. White
SPECIAL MEMBERS
Lavinia McMurdo
Roy W. Cloud

Proxies were presented as follows: Bay Section—**Vern Franklin** for Walter T. Helms, **O. F. Staton** for Bruce H. Painter. Central Section—**John G. Smaile** for O. S. Hubbard. Southern Section—**Jane A. Maxwell** for Geo. M. Green, **Mrs. Irene M. Hirschler** for Helen Sue Read, **Mrs. Margaretta Thornton** for Edythe Thomas. Special members—**Dr. C. L. Phelps** for Edward L. Hardy, **Sam Cohn** for Vierling Kersey.

On motion of Mr. Givens, seconded by Mr. Good, the proxies were accepted and given full voting rights for meeting.

Mr. David Martin moved, second by Mr. Cranston, that the minutes of the last meeting, as printed in the January 1930 issue of the Sierra Educational News, be approved. The motion was carried.

President Gwinn read the following telegram from Superintendent Kersey:

"City Superintendent of Schools, City Hall, San Francisco, California.

EXTEND my sincere personal regrets that regular meeting of State Board of Education in San Diego prevents my attendance with Council. Accept greetings from State Board and cordial good feeling of State Department of Education.

We solicit your co-operation in furtherance of Legislative program for the benefit of childhood of California. Only through unity of action and purpose, all emphatically and enthusiastically together, can adequate educational legislation be secured.

Legislative needs as the State Department visions conditions are remedy for tenure difficulties, adjustment of retirement salary differences, legalization of local provisions for sick and bereavement absences, adjustment of state support in keeping with increasing educational needs, and provision for equalization funds.

Joint effort is urged in study of determination

of advantageous and acceptable administrative units, also problems of apportionments and transportation.—V. KERSEY, *State Superintendent of Public Instruction.*

Following remarks by the President, the State Executive Secretary presented his annual report which was accepted and ordered printed in the next issue of the Sierra Educational News. His report follows:

State Executive Secretary's Report to the Annual Meeting, California Council of Education, April 12, 1930

MR. PRESIDENT and Members of the Council:

The California Teachers Association, during the past year, has continued the policy of taking the teachers of the state into its confidence. As a result the membership at this time is largely in excess of that of the corresponding date of 1929. All lines of our Association activity have progressed.

When I assumed the state executive secretaryship of this organization, I was informed by the Board of Directors that it was the desire of the Council that **we should own our own home.** Believing that this desire was shared by a large percentage of the teachers of the state, I sought in every way to conserve our funds, to the end that at some time we should have enough on hand to purchase a lot and erect thereon an Association building.

This policy is in accord with that adopted by other states. Several of the state teacher associations of the United States now have commodious homes of their own, in which all association activities are centered. The National Education Association at Washington, D. C., has a very excellent building and recently purchased more property in order that additional facilities might be provided.

The California Teachers Association has saved in the past three years an average of \$10,000 a year. This is now invested in building and loan stock, in bonds and in savings accounts, all of which bear good rates of interest.

The report of the certified public accountant, shows that the financial affairs of the Association are in good condition. Membership has increased steadily, **the Placement Division has been remarkably efficient** and returns from advertisements have been excellent.

Two years ago the policy of having all legislative matters studied by the appropriate committee of the California Teachers Association resulted in a detailed knowledge of legislative

affairs on the part of a large number of our members. Not only was the committee able to digest proposals but it was able to disseminate knowledge throughout the state to the end that teachers were interested and secured the help and co-operation of their representatives in the California legislature.

That policy has been continued during this year. Last December our committee devoted a full day to legislation. There have been meetings throughout the state on various phases of association activity. Yesterday we spent a day considering matters which may come before the legislature for action at the next session. It is our desire that those interested in education shall be thoroughly informed on all proposed changes.

PROBABLY the matter that has been uppermost in the minds of the California teachers during this past two years is retirement. California, since 1913, has been operating under a retirement salary system. It is probable that no state in the Union has a system more liberal to the teachers. For the payment of \$12 a year, the California teachers are insured an annuity of \$500 retirement salary when they shall have completed 30 years of teaching. They are also insured for \$250 or more should they be incapacitated after teaching 15 years.

Retirement salary for teachers as it was first presented was considered a deferred salary because of low wages paid to teachers. It was also intended as an incentive for retirement of teachers who had attained an advanced age. Because of economic conditions which now confront us, a teacher can barely exist on \$500 a year. In order, therefore, to care for the retirement of those who are not able to teach, **the retirement salary must be raised.** There have been a number of proposals submitted.

This one thing I should like to present as clearly as possible to the teachers of California. We should not expect something for nothing. We must pay for everything we get. If we are to secure a fair retirement salary, we should be willing to pay for it.

A system to be fair to all must be so framed that those who have received small salaries for a good portion of the time they were engaged in public school service may be retired on an amount sufficient to enable them to live comfortably. Unless each one is to pay for an annuity, either the state or all of the teachers as a group will have to pay something towards the retirement salary of the lower-paid teachers. I

believe that the state owes a considerable amount to its teachers.

The last session of the California legislature passed an act which gives \$1 a day or \$365 a year to any citizen of California who has passed his seventieth birthday and is unable to support himself. This \$365 a year is given without regard to any service upon the part of the individual. If the state is willing to do this for the individual, it should be more willing to give justly to teachers who have done so much towards raising the standards of its citizenship.

Teacher tenure has been a source of discussion not only in the teaching field, but has also been seriously considered by other groups interested in school affairs.

There is considerable opposition to tenure in our state, particularly to that portion of the law which gives tenure to small rural schools. There seems to be no disposition on the part of the people to wish to take tenure from teachers in the larger cities. There have been numerous tenure cases in the courts of the state. Quite consistently the teachers have won their cases. This has caused unrest on the part of a number of boards of education.

I believe that any tenure legislation which is enacted at the next session of the legislature should have a provision which will **protect the boards of education as well as the teachers.** If a board of education follows the regular procedure outline in law, and after due trial finds that a teacher is grossly negligent, inefficient or immoral to such a degree that he should not be continued in the position, the board's decision should be upheld. We do not want to protect such teachers.

As the law is now framed, not only the procedure is reviewed but factual matter is introduced which makes it exceedingly hard for boards of education to dismiss unfit teachers who, according to record, should have been dismissed from their positions. We should endeavor to have the law so framed that this condition could not prevail.

Concerning tenure in small districts, I believe that conditions are better because of tenure. This is a matter of opinion, however. I hope that the teachers of California will think twice before they decide that the small districts of the state shall not be protected by the provisions of tenure.

FOR many years California ranked low on the scale of teacher salaries. In 1919 the California Teachers Association succeeded in having Amendment No. 16 passed. This materially increased teachers salaries. From time to time the laws allowing increased special taxes for a district have been passed by the legislature but for

a number of years the duty of financing public education has rested upon the taxpayer. Year by year the state has shifted its part of the financial responsibility. We believe that education is a state function. If this is so, the **state should bear the major portion of the financial responsibility.**

The standards for certification have been increased yearly until now California stands in the very forefront in the rigidity of its credentialing regulations. If teachers must spend four to seven years in preparation, they should be paid an adequate salary not only for the work they are doing but for their years of thorough apprenticeship.

In order that we may have the increases which should justly come to us, it will be necessary for us to suggest new sources of revenue. Various proposals have been made. We do not know which of these will be most advantageous. We do know, however, that our members should be studying the problem of financing public education.

SABBATICAL leave has been studied by the appropriate committee for several years. At the last two sessions of the legislature we were successful in having bills passed which would have provided for leave of absence of teachers. Both of these bills were vetoed. Our Association is pledged to the principle that teachers should be given leaves with certain assured monetary consideration. The Association is also pledged to the principle that teachers on leave should have the right to return to their former position without question and that all rights appertaining to the position which they held should be continued upon their return.

There are many other phases of educational work that we could enumerate. They will receive their notice in future issues of the Sierra Educational News.

One thing above all which we would urge upon the teachers of California is that they participate actively in the civic duties of citizenship. Every teacher who can should vote in the primary and general elections. Every teacher should take part in the civic affairs of his district.

Before closing this report, I desire to publicly thank **Dr. Gwinn, the president** of this institution, for the fine spirit of helpfulness and co-operation he has displayed all during the year. It has been a pleasure to go to him for advice and help, because he is always so willing to cheerfully give of his time and attention.

I also wish to express my appreciation for the help given me by the members of **our Board of Directors.** They have co-operated and have been helpful in every way during their term of office. Without this assistance on the part of the presi-

dent and the board, it would not have been possible to carry on the work with so few difficulties.

I fully realize that our course may not have met the full approval of all of the members of our Association, but we have the satisfaction of knowing that every one at headquarters has tried to put over a good program during the year.

We have become a great organization. We can secure those advantages which are rightfully ours if we proceed as we should. It is necessary for us to have a united front.

Trusting that the teachers of California will know their problems and will unite upon their desires, this report is respectfully submitted.—ROY W. CLOUD, *State Executive Secretary*.

The next order of business was the report of committees. The **Legislative Committee**, Dr. J. M. Gwinn, Chairman, reported as follows:

The Legislative Committee had meetings yesterday morning and afternoon and also this morning for breakfast at 7:30 and remained in session until just a few minutes ago.

There was a great volume of business before it. It is impossible, because of the time allotted for our deliberations today and because of the great volume of business transacted, to get before you at this time a full report of the activities of the Legislative Committee.

I have had prepared a statement which I shall read which shall give the point of view, at least, of the committee.

Report of Legislative Committee

The Legislative Committee of the California Teachers Association and the Superintendents Association met yesterday in all-day session and again for two hours this morning to consider various suggestions for legislation.

After deliberation as to policy and procedure, the committee outlined its course as follows:

The Legislative Committee will be that committee which will receive from other committees of the California Teachers Association, suggestions or reports or bills that the several committees deem advisable to have presented to the legislature for action.

Also that this committee should be that committee which reviews all matters relating to legislation, considers these matters and refers them to the appropriate committee, and in the event there is no appropriate committee, this committee will provide either a committee of the whole or sub-committees for the handling of these matters that are not within the scope of some other committee.

That is, the Legislative Committee will act

not only as a considering body, but it will also be initiatory in its function.

Finally, after having decided that legislation should be presented to the legislature, it is the function of this committee either through its representatives or through some plan which it would develop to see that the legislation is properly introduced and properly steered for the favorable action of the legislature.

The committee further outlined, in view of the foregoing, that all committees and Sections make this the channel through which all legislation will be headed up for the legislature.

Many requests for legislation from school people throughout the state were considered by the committee yesterday and this morning.

All requests concerning financing of schools, equalization of funds, annexation and consolidation, and certification were referred to the appropriate committees for study and recommendation.

The Committees on Certification and Text-Books made preliminary reports. The Tenure Committee and the Retirement Committee both submitted a report of progress.

All the proposals submitted which did not fall within the scope of some one of the committees of the California Teachers Association, were considered. Some of them require more study than could be given them yesterday in our deliberations and will be taken up at a future meeting of the committee.

A full report showing the matters discussed will be printed in forthcoming issues of the *Sierra Educational News*.—J. M. GWINN, *Chairman*.

Mr. Clement moved, seconded by Mr. Bradley, that the report be adopted. The motion was carried and the report placed on file.

The Committee on **Financing Public Education**, Willard E. Givens, chairman, gave the following report:

Report of Committee on Financing Public Education

THE joint committee on Financing Public Education, composed of the California Teachers Association Committee and the Superintendents Committee, held an all-day session Friday, April 11. We are at least convinced of one thing, that the question of financing public education is a very complicated matter. There are so many phases of the problem of financing education that it is going to be a tremendous task to get in our own minds and before the people of the state the best methods of meeting our situation.

We are fortunate in having as chairman of the Superintendents Committee, Dr. Fletcher

Harper Swift of the University of California, who is a national authority on financing education. He was with us yesterday and discussed the problem with us. We arrived at several conclusions.

First: We believe that our financial needs, so far as the next legislature is concerned, may be summed up as follows:

The greatest need is that of the **equalization of funds** to take care of the schools throughout the state, **particularly the elementary schools**, and if possible the secondary schools.

Second: We believe that **we must find some source of revenue** to meet whatever recommendations are made with respect to retirement. If we go before the legislature with a retirement bill, we should accompany that bill with a recommendation as to the source of the funds.

The third problem is a recommendation in connection with funds to meet adequately our present legal obligations to **the junior college**.

We were also convinced of the fact that the general property tax in California has reached and probably passed its limits. Therefore, we must hope for sound means of securing money for public education.

We were agreed in the meeting yesterday, that a sound method of securing adequate funds for public education in California is a **personal income tax**.

There were two such sources discussed yesterday. The first was a luxury tax. The two items most discussed under **luxury tax** were tobacco and non-essentials.

The other source of revenue to which we should give serious consideration to is a revenue that we have had in the past but gave away; that is the **inheritance tax**.

The **severance tax** was discussed and was agreed upon as a good source for building up a permanent fund but not for meeting current expenses.—WILLARD E. GIVENS, *Chairman*.

Mr. Givens then asked the privilege of the floor for Mr. Ray Holbrook, who discussed equalization and its possibilities.

Mr. Givens reported that the committee had no recommendations to make at this time.

Mr. F. F. Martin moved that the report be accepted and the committee continued.

Mr. Bachrodt second the motion and it was carried.

The Tenure Committee, Ralph W. Everett, Chairman, reported as follows:

Report of Tenure Committee

Members present:

R. W. Everett, Chairman	Sacramento
Pansy J. Abbott	Redwood City
Beulah B. Coward	Pasadena
John A. Cranston	Santa Ana

Helen H. S. Greene
Thaddeus Rhodes
George C. Sherwood

Covina
San Francisco
Orange

I. Committee favors maintenance of tenure for all teachers.

(a) In case of necessity of receding from this position, the provision was adopted that every employee of a district of eight or more teachers who serve under a supervisor, devoting at least five hours a week to supervision, and who after having been employed by the district for three consecutive school years, in a position requiring certification qualifications, is re-elected for the following school year, is to be classified as an employee with Indeterminate Tenure.

(b) Employees in districts employing less than eight teachers, who after having been employed by said district for three years, shall, upon re-election, be deemed to be employed for a period of four years and shall be classified as a semi-permanent employee for the said four years. Thereafter, such teacher's re-election shall be for four-year periods.

II. The committee also approved the idea that tenure of position should be applied to principals, vice principals, and supervisors.

III. Question of appeal from local board is to be taken to a commission created by the state board.

(a) In case this commission should go to the city where the case arose and have a rehearing, the commission consisting of three from state board, shall choose two classroom teachers from the district in which trouble arises, to serve with them. Action of said commission to be final.

(b) It was recommended that in case of a public hearing, that the board, the teacher, and the commission of appeal, have the right to subpoena witnesses.

(c) It was recommended that provision be placed in the law to the effect that a teacher who is dismissed, and wishes to demand a hearing must make such demand within thirty days after notice of dismissal.

The chairman was instructed to consider the suggestions of Mr. Breeze that the causes for dismissal be made more specific.

The provision No. 5 on the ballot was stricken out by a vote of five to one. It was understood that the action of the committee might be materially changed as a result of the ballot now being taken.—Respectfully submitted, R. W. EVERETT, *Chairman*.

Mr. Everett's report occasioned considerable discussion and it became evident that a number of changes would be required before those present would accept the matter as final.

The President suggested that further time could not be given to its consideration and asked that it be accepted merely as a report of progress. Mr. F. F. Martin so moved, Mr. Chenoweth seconding and the motion was carried.

The Retirement Committee, Earl G. Gridley, Chairman, reported as follows:

Retirement Committee

The State Council Retirement Committee submits the following report embodying a set of principles, conclusions, and recommendations on the subject of retirement and annuities for teachers:

The committee adopted the following motion on procedure:

I. Moved that this committee work out a plan in accord with the wishes expressed by the teachers of the state (resulting from the recent questionnaire), which will commit this committee to some form of a modified percentage plan of retirement.

II. Moved that this committee do proceed to work out a set of fundamental principles to be incorporated in a retirement bill, and that having worked out fundamental principles, the committee then define in terms of its motion, a modified percentage plan.

The committee adopted the following principles of retirement:

Costs

1. The cost of retirement shall be met by deposits by the teachers and contributions by the state made each year concurrently.

Withdrawals

2. In case the teacher withdraws from service, is dismissed, or dies before she has taught the full period of 30 years, or before reaching the specified retirement age, if one is named in the law, the teacher's deposits with accumulated interest shall be returned to the teacher or to her estate.

With the following amendment:

In case of the death of the teacher, either before or after her retirement, her accumulated deposits are returnable to her estate.

Memberships

3. (a) Membership shall be required for all new certified employees, provided it shall be optional for teachers in districts having local retirement laws at the time of the enactment of this law.

(b) Membership shall be optional for teachers now in service. Current practice in the laws of other states and cities is that membership in the new system shall be optional to teachers in service when the new law was adopted.

Guarantees

4. Teachers participating in the present system should be guaranteed the benefits promised by that system. Present annuitants who have retired should at least be guaranteed their present retirement allowances.

Disability

5. A retirement allowance should be provided for disabled teachers.

Actuarial Investigation

6. Provision for periodic actuarial investigations would necessarily need to be included in the organic act to provide for fixing and adjusting the required ratios of payment.

Length of Service

7. The full period of service for eligibility to retirement shall be 30 years, except in cases

of disability; provided that the teacher shall be permitted to retire at the age of 60, and upon her retirement shall receive her annuity, and in addition, that portion of the state pension that her years of service bear to 30 years.

Maximum Age

8. All those participating in the new retirement system shall retire at or before 70 years of age, which shall be interpreted to mean the teacher may complete the school year following her seventieth birthday.

Payment of Allowances

9. The retirement allowance received by the teacher after retirement shall be paid by the state office at Sacramento in twelve equal monthly installments on the first day of each calendar month.

Accrued Liabilities

10. The accrued liabilities for teaching service rendered prior to the passage of this law should be assumed by the state.

The committee adopted the following additional motions:

III. Moved that we recommend to the Council that the California Teachers Association, through its representatives on the California Council of Education, employ an actuary or actuaries and proceed to draw up a bill which may be presented to the teachers of California, and that such bill, upon the approval of the teachers of the state of California, be considered the California Teachers Association Bill and be presented to the January session of the 1931 Legislature.

IV. Moved that we urge action on this work by the actuaries that we may have their report not later than September 15, 1930, so that the proposed bill may be ready early in the school year.

V. Moved that a modified percentage plan, like that advocated by Roy Cloud in which the state contributes a flat retirement allowance of \$600, be accepted; and that every teacher shall deposit not less than 4 per cent of her salary toward her annuity, the combined pension and annuity to constitute the entire retirement allowance.

VI. Moved that the Council authorize its Executive Secretary, under the direction and with the approval of the President, to employ actuaries and counsel, and to act in the name of the Association in preparing and submitting this bill to the teachers, and submitting it and getting it properly before the legislature. And that the President shall have power at all times to call meetings of any committee, or upon his recommendation, the Secretary of the Association shall call special meetings of the State Council or Board of Directors at any time necessary to give consideration to this bill and to

promote this bill in the interests of the California Teachers Association.

VII. Moved that, not later than October 1, 1930, the proposed Retirement Bill be submitted to the teachers of California for their consideration shall call special meetings of the State Retirement Committee,

Noel Garrison	Jane A. Maxwell
J. F. Graham	May McCardle
Minnie M. Gray	Edgar E. Muller
Catherine C. Hooton	Edith Pence
E. W. Kottlinger	Albert M. Shaw
Gertrude Leland	Margaret Thornton
Earl G. Gridley, Chairman	

Mr. Muller moved, seconded by Mr. Givens, that this report be adopted by the council. The motion was carried.

The Committee on **Administrative Units**, A. R. Clifton, Chairman, reported as follows:

Administrative Units

DURING a number of years served on this council I have made many reports, none, however, with more hesitancy than the one I make this morning.

I realize that we have a tremendously large problem, a very complex one, which affects every administrative unit in the state of California. Many of these units have existed longer than some of the oldest of us, and it is hard to change things which have age.

Efforts have been made in the past to reorganize the administrative units of California. There are those who believe that conclusions have been reached in other studies. Whether they are wrong or right, I do not know, but at any rate this is a condition which confronts the committee and complicates the problem.

Yesterday your committee in session with the Superintendents Committee met throughout the day.

It is quite evident when we attack a state problem of this kind that the feasibility of the full proposition must be considered. There must be the topographic or geographic feasibility of units as they exist, or as they may be proposed. It is also necessary to study the educational feasibility of the districts. It is necessary to study the social side of this problem; we must take into consideration some of the political aspects. In a study of this kind, the economics of the situation are fundamental. It has been decided that we shall turn to the California Teachers Association for assistance.

Dr. Staffebach has already accomplished a great deal. The committee will determine the policy and Dr. Staffebach will carry on the investigation.

When the committee was appointed it was suggested that some type of report ought to be prepared before the legislature meets. After our deliberations yesterday, we have come to the conclusion that we may not be ready for the next legislature **and it may not be necessary for us to be ready.** In other words, California may be able to make considerable progress under the present law.

Our committee believes that any change must be submitted to the people involved. That being the case, proposed changes must be matters of education.

The committee considers itself at this time merely a research committee. It is our job at present to get the facts and come back later with something more definite.—A. R. Clifton, Chairman.

Mr. Good moved, seconded by Mr. Edwards, that the report of the committee be adopted and the committee continued.

The Committee on **Certification**, George C. Bush, Chairman, reported as follows:

Certification

DURING the summer of 1929, State Superintendent Kersey appointed a committee made up largely of representatives of the teachers training institutions to make a study of standards of teacher training and certification and to make recommendations to the State Board of Education to assist them in making up the new regulations governing these matters to become effective in April, 1932.

The California Teachers Association Council is represented on this committee not only by a representative of a teachers' training institution, who is also a member of this Council but also by two members, one representing the classroom teachers, the other the administrative forces of the state. In order to acquaint the members of the Council and, through them, the teaching body of the state with the proposed changes and additions in credential and certification requirements and to get their reactions to these proposals, the Committee on Committees of the California Teachers Association thought it would be well to appoint a similar committee in the Council.

This was done and what follows is the first report of the California Teachers Association Committee on Certification. The committee

This report is concluded on page 67. Mr. Edwards moved that this report on Certification be adopted. Mr. Stewart seconded the motion and it was carried.

The following report of the Committee on

the **Education of the Handicapped Child** was then presented by A. H. Riddell, Chairman.

The Education of the Handicapped Child

YOUR committee met at the Palace Hotel at 9:45 a. m. April 11, 1930, and through the courtesy of Mrs. Mabel F. Gifford and Miss Edna Cotrel of the State Department of Education, and Superintendent Gwinn of the San Francisco City Schools was enabled to make a rather comprehensive study of the work that is being done for the handicapped children of the city of San Francisco.

In the Sunshine School we found 85 children too badly crippled to be in the regular public schools, being adequately taught by a corps of five teachers.

The building is equipped with special furniture suitable to the needs of crippled children. There is an open air sunroom furnished with cots where the children may have regular daily rest periods and there are many other conveniences necessary to the education of this type of child. The children are brought to the schools in taxicabs provided by the City School Department at an approximate daily cost of 40 cents per pupil.

The plan of education, in effect in San Francisco, has a distinct advantage over home instruction in that it provides social contact for the pupils many of whom come from homes where, owing to the child's infirmity, everything has been done for him. In the Sunshine School the child learns to be independent and to help others who may be even more helpless than he.

In addition to the work being done at Sunshine School, instruction for cripples is provided at the Children's Hospital, California Orthopedic Center, San Francisco Hospital, Shriners Hospital and in some private homes. In all, twelve teachers are employed in this work.

The committee next visited the Gough School for deaf and partially deaf. Here, small groups are being taught lip reading and are taught to speak. The classes have a special curriculum and the school work is made attractive in every possible way. Many children who were failing in public school classes have proven unusually bright students when given the special training provided by these classes.

The committee saw another phase of education for the handicapped child in the sight saving class at the Jean Parker School.

Each child is an individual case. Procedure for the school work of each pupil is outlined by a specialist. The classroom is scientifically lighted. There are no glazed surfaces of any kind, either on walls, blackboards, books or paper. All texts are printed in large, clear type. Maps and globes are specially constructed and every known device is used to relieve any possible eye strain. Many of the children recite with regular classes but do all studying and

written work under the direct supervision of the sight saving teacher.

The last visit of the committee was made to the Ungraded School for Mentally Handicapped Children. Here, special equipment, modified courses of study and very small classes are contributing in a marked degree to the development of the child, who, under ordinary school training, would become a social and economic liability. These children have every prospect of becoming self-supporting and law-abiding citizens.

An interesting and very important feature of the work of this department is a follow-up plan by which these young people, some 1200 in all, are helped in securing and holding positions after they have left school. San Francisco is employing 54 teachers in this work for mentally and socially handicapped children.

Salvaging Valuable Humanity

These progressive plans for the educating of handicapped children have gone far beyond the experimental stage in San Francisco, Los Angeles, and a number of the smaller cities. It is now generally recognized that it is not only a humane procedure but also an economically sound policy to salvage this part of humanity. Uneducated, these children became a financial burden and a social menace to the state. With proper training they can be made self-supporting and good citizens.

Quotations from the biennial report of the State Department of Education for the period ending June 30, 1928, will show the importance of the problem in this state.

"In twenty-seven cities of California, (exclusive of the State School for the Deaf and the State School for the Blind), there are ten thousand and mentally retarded children (i.e., below 80) and nine thousand physically handicapped children." These figures are for only twenty-seven cities. Doubtless there are thousands of children outside these cities who are unable to make satisfactory progress in school because of physical or mental defects.

Again, quoting from the biennial report, "The information available at present is woefully inadequate and inaccurate, but the best that could be obtained from the various communities."

The type of education required for handicapped children is very expensive. The cost per pupil of furniture, books, and necessary supplies is far in excess of that used by the normal child in the standard public school.

The classes must be small, from six to fifteen pupils A. D. A. per teacher. There must be a highly trained group of specialists to discover the children who need this type of training and to prescribe the correct procedure for them.

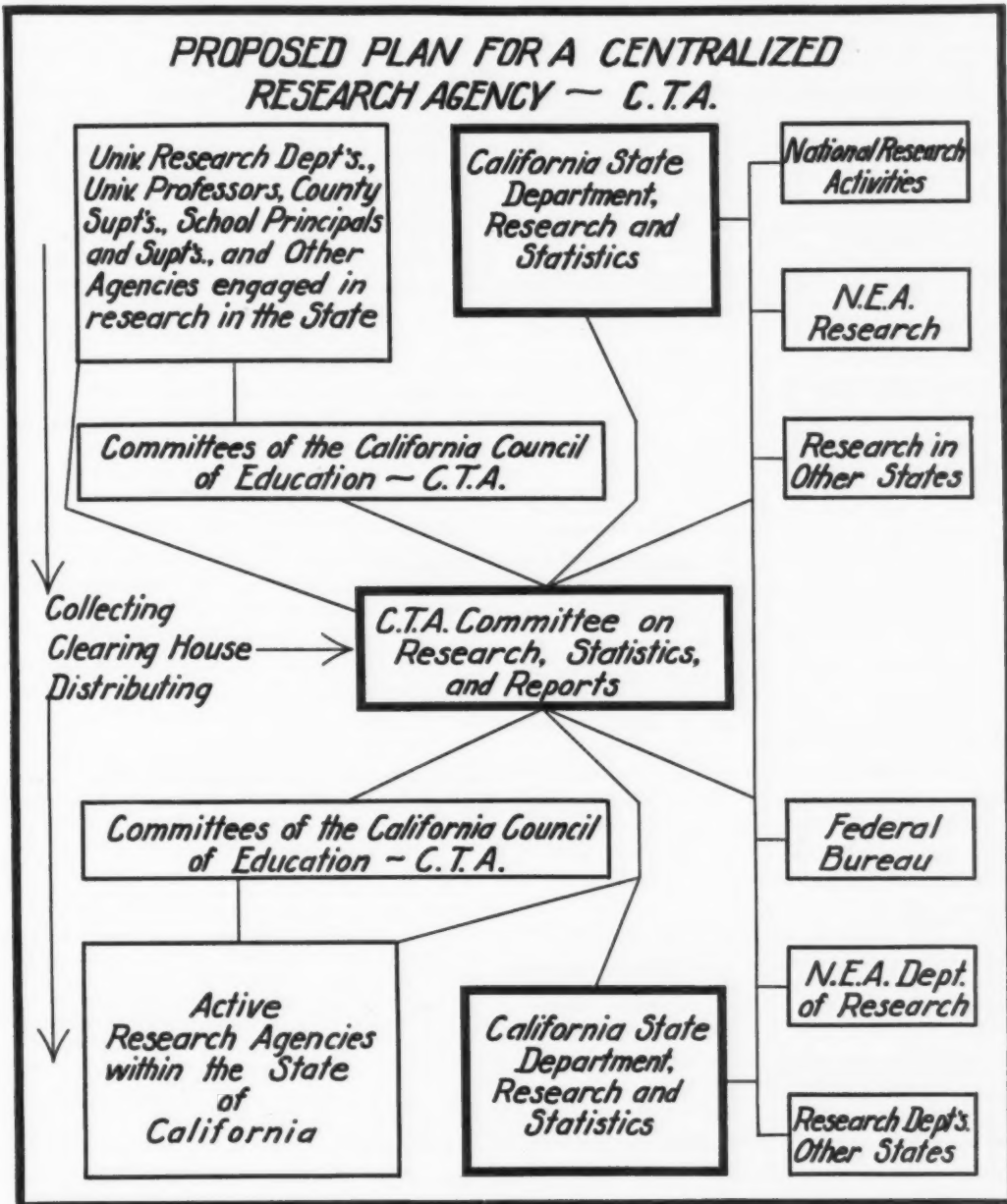
As has been pointed out, many of the larger cities of the state know their problem and are handling it effectively. In many of the less fortunate communities the problem exists but

Dr. E. H. Staffelbach reported for J. H. Bradley, Chairman of the **Research Committee**. The report is as follows:

Your committee believed that a report of this kind could best be made graphically. We have, accordingly, prepared the accompanying chart which shows a hoped-for set-up of the Research

Committee. It is the desire of the committee that all problems shall clear through the California Teachers Association Research Department and from that department go to the appropriate committees.

Mr. Givens moved the approval of the report. It was seconded by Mr. Muller and carried.



its extent is unknown and it is entirely unsolved.

It would seem that this should be largely a state problem, that the heavier part of the finan-

cial burden should fall upon the state instead of upon the local community.

In all communities the state should make adequate provisions for examining or testing

children who are not making satisfactory progress in school, to discover, if possible, the cause of failure. The state should allot more money to special classes so that all types of handicapped children, mental defectives as well as the blind, the deaf and the cripples, can be given the kind of education they need to best fit them for life.

The state should see to it that there is the same educational opportunity for the handicapped child who may live in a rural district or a small city that is now provided in the great centers of population.

Your committee recommends that the Legislative Committee be requested to draft and have presented to the next Legislature a bill that will provide means for discovering the handicapped child in every community, and will give the school districts more adequate financial help in educating him.

The committee wishes to express to Mrs. Gifford and Miss Cotrel of the State Department of Education and to Superintendent Gwinn of San Francisco its appreciation for their fine co-operation in making this study and the courtesies extended to the committee.

Respectfully submitted,—The Committee on the Education of the Handicapped Child.

Mr. Bachrodt moved the report be received and that the legislative request be referred back to the committee. The motion was seconded by Mr. Stewart and carried.

William G. Paden, Chairman of the **High School, Junior College and University Relations Committee** reported as follows:

The committee met yesterday for the purpose of organization, and to try to find out its problems. We discovered that there is not at present an ideal spirit of articulation between these three institutions. We are firmly convinced that we must bring representatives into a joint committee to discuss these problems. Such a committee is meeting in San Diego next week, and something more definite should be reported at a later date.

His report was accepted and ordered placed on file.

Mrs. Eugenia West Jones reported as follows for the **Kindergarten Primary Schools Committee**:

The Kindergarten Primary Committee makes the following recommendations:

1. That more consideration by California State Board of Education be given in the University and training schools to kindergarten-primary practice teaching. More opportunity for observations of expert teachers—and that practice teaching be done in more than one class.

2. That a study by the Certification Committee be made of the overlapping of Kindergarten-

Primary and General Elementary credential, with the idea of more consideration for the teachers holding credentials limiting her to Kindergarten-Primary grades.

3. That more time be given this committee for further study of the kindergarten problems—and that no recommendation of any kind regarding kindergarten funds to be made to the Legislative Committee at this time.

4. That in the annual retardation and acceleration reports consideration be given by State Board of Education to the transition classes to such an extent that provision be made to consider these classes for separate rating, so that children in such classes will not be regarded as failures.

5. The committee wishes to express to the Association great appreciation of the opportunity for meeting with time to discuss problems.—Ethelind Bonney, Ruth Newby, Mrs. Rhea Allen, Lavina McMurdo, Rudolph Lindquist, Mrs. Eugenia West Jones.

The report was ordered placed on file.

Albert M. Shaw, Chairman of **Leaves of Absence Committee**, reported as follows:

Leaves-of-Absence

The Committee felt that they should use as a basis for their work the good provisions of the preceding two bills which have been introduced on this matter in recent legislatures.

We have found in the study of state laws on the matter of Sabbatical leave that they have been quite simple. We have tried to follow that idea.

The proposed bill is as follows:

Tentative Draft of Bill Providing for Leaves of Absence for Certificated Employees of Districts

Sec. 1. A new section is hereby added to the School Code to be numbered 5.721 and to read as follows:

5.721. Governing boards of school districts of every type and class including junior college districts shall have the power to provide for the leave of absence from duty and to grant compensation during such leave of absence to any employee of the district who is employed in a position requiring certification qualifications and who is compelled to absent himself from his duties because of accident, illness or quarantine which results from his contact with other persons having a contagious disease while performing his duties or because of temporary inability to perform the services required of such employee because of such illness, accident or quarantine.

The State Board of Education is hereby given power to enact uniform rules and regulations respecting the amount of such compensation and the length of time for which such compensation shall be paid.

Sec. 2. A new section is hereby added to the School Code to be numbered 5.722 and to read as follows:

5.722. The governing board of any school district, of any type or class, including junior college districts, shall have the power, subject to the provisions of this section, to grant any employee of the district employed in a position requiring certification qualifications, a leave of absence for not to exceed one year for the purpose of permitting study or travel by said employee which will benefit the schools and pupils of the district.

No leave of absence shall be granted to any employee under this section who has not rendered service to the district for at least seven consecutive years preceding the granting of such leave, of which period at least one year shall have been so served after this act shall have taken effect, and not more than one such leave of absence shall be granted in each seven-year period. The governing board granting said leave of absence shall have the power, subject to the rules and regulations of the State Board of Education, to prescribe the standards of service which shall entitle the employee to such leave of absence. Said leave of absence shall not be considered as a break in the continuity of service toward retirement under Part IV of this Division except that such leave of absence shall not be counted as a year of service toward retirement under Part IV of this Division.

Every employee granted a leave of absence under the provisions of this section may be required to perform such services and may receive such compensation during such leave as the governing board of the district, with the approval of the county superintendent of schools, and the employee may agree upon in writing, but such compensation shall not be greater than the difference between the minimum and the maximum salaries of the position which the employee held prior to the granting of such leave.

Such compensation as may be granted by the governing board to said employee on leave shall be paid in two equal annual installments during the first two years of service rendered in the employ of said governing board following the return of the employee from said leave of absence.

At the expiration of the leave of absence of said employee shall, unless he otherwise agrees, be re-instated in the position held by him prior to the granting of the leave of absence.

Sec. 3. A new section is hereby added to the School Code to be numbered 5.723 and to read as follows:

5.723. Both the governing board of any district and the district shall be freed from any liability for the payment of any compensation or damages now or hereafter provided by law for the death or injury of any employee of the district employed in a position requiring certification qualifications while said employee is on any leave of absence granted under the provisions of this Article.

The report was received as a report of progress and ordered placed on file.

Miss Mary F. Mooney reported for the **Committee on Radio, Moving Picture and Visual Aids, Auxiliary Agencies** as follows:

The committee met and determined on avenues of procedure which they hope to be able to follow through without recourse to the questionnaire. The committee has nothing further to report at this time.

A. S. Colton, Chairman of the **Teachers Salaries Committee** reported as follows:

Teachers Salaries.

GENERAL Recommendation: Since the Committee on "Financing Public Education" feel that the present method of raising and distributing elementary school funds should not be modified at the next legislative session but realize that there should be an equalizing state fund which should be added to the present school funds, the Committee on "Teachers Salaries" recommend the following:

1. That there should be a state-wide equalizing fund large enough so that the salaries in the rural schools and smaller cities can be materially increased.

2. That, as soon as legislation can be effected, there should be additional state revenues for elementary and secondary schools so that the tax rates for maintenance, both county and local, can be decreased.

The full report of the Committee on Teachers Salaries, with valuable tables, is published by the C. T. A. as a 12-page bulletin, and will be supplied to interested members.—Ed.

Arthur Gould, Chairman of the Committee on **Textbooks, Supplementary Books, and Libraries**, reported as follows:

IN view of the fact that there is practically no information available concerning the matter of budgets for the libraries of secondary schools, it was decided to refer this matter to a sub-committee for study and report at a later meeting.

The matter of the training of librarians came up for discussion. The Committee decided to ask one of its members to co-operate with the library training committee now organized under the direction of the State Department.

The Committee was assured that the question of the extension of the state printing of textbooks to include elementary supplementary books and high school textbooks, as incorporated in a bill during the last Legislature, is being revived. Those interested in promoting such extension of the work of the state printing office with the principal purpose in mind of providing additional positions, will have an

adequate bill ready to present to the next Legislature.

It is possible that legislation to eliminate even the present state printing of elementary texts will be introduced. If such legislation is introduced, the Committee recommends that the California Teachers Association support such legislation vigorously.

The Committee intends to gather pertinent information on the whole question of the state printing of textbooks and recommends that the California Teachers Association aid in disseminating this information to prospective legislators through the members of the Association. The Committee was very much aided in the discussion of this matter by one of the visitors, Mr. Davis of Berkeley, and desires to add Mr. Davis to the Committee. The work of gathering this information will be referred to a special committee consisting of Mr. Ewing and Mr. Davis.

The Committee recommends that legislation be secured legalizing deposits on textbooks in secondary schools. This matter has already been placed before the Legislative Committee, where it has been approved.

The Committee will give further consideration to the question of the desirability of putting some legal limit upon the amount to be spent per pupil per year in the secondary schools for supplementary books and classics.—Respectfully submitted, Arthur Gould, Chairman.

Mr. Gould's report was accepted and the members of the Council urged to give the matter careful consideration.

The meeting adjourned to reconvene at 1:30.

THE afternoon session of the California Council of Education was called to order by President Gwinn promptly at 1:30.

The first order of business was a report from Willard E. Givens, State Director of the National Educational Association. Mr. Givens reported that the allotment of N. E. A. delegates for next summer's meeting was as follows:

The state at large, 3; the Southern Section, 18; Bay Section, 12; Central Section, 2; Northern Section, 3; Central Coast Section, 1; North Coast Section, 1. Total, 43.

Mr. Givens also reported that plans were being made for the California special train to the Columbus meeting, stating that if possible the California delegates should all travel together. California will also invite Hawaii, Oregon, and Washington to join the California special train as in past years.

Mr. Givens said that it is especially important this summer that the delegates travel on the special train that plans may be perfected to receive the approval of the N. E. A. towards bringing the 1931 convention to Los Angeles.

President Gwinn called upon Sam H. Cohn, Deputy State Superintendent of Public Instruction representing the Honorable Vierling Ker-

sey, to present the message of the State Department of Education to the Council. Mr. Cohn spoke as follows:

I AM going to reiterate a part of a message which was given you this morning. It is the keynote of what the State Department of Education is attempting to do and what it proposes to carry on as a policy with respect to education in California.

(Here follow two paragraphs of Mr. Kersey's telegram):

"Extend my sincere personal regrets that regular meeting of State Board of Education in San Diego prevents my attendance with Council. Accept greetings from State Board and cordial good feeling of State Department of Education."

"We solicit your co-operation in furtherance of legislative program for the benefit of childhood of California. Only through unity of action and purpose, all emphatically and enthusiastically together, can adequate educational legislation be secured."

It seems to me that in these portions of Mr. Kersey's message to this gathering is contained the keynote of what the Department of Education stands for today. In them is contained more or less a sense of warning and a spirit of prophecy, if one reads between the lines.

The California Teachers Association, to my mind, has a greater purpose than just the furtherance of the interests of the teachers of California. It must be primarily an organization which has at heart the welfare of education, the welfare of the individual and to secure the betterment of conditions for the children of the State of California. There comes from that as a natural accompaniment, the bettering of conditions of teachers and a strengthening of the position of every teacher in every community. There must be a recognition on the part of the teachers individually, and of teachers' organizations, of what the rest of the world is thinking, especially what each of the individual communities in which you live may be thinking.

It happens to be my privilege to go about the state to trustee meetings, and in a number of instances I have found an exceedingly antagonistic spirit on the part of assembled trustees especially towards the tenure law. I mention this frankly to you not because of any personal view that I have, but because of the possibility of a conflict between the teacher and the community, a conflict which the teachers' organization must prevent.

Let me call your attention to what has been a historic development in these United States. In the early days, when the country was first settled, it was settled by those who came to this country in a large measure for religious freedom. It is true that they may have been somewhat narrow, but fundamentally they came to worship as they wished, and the leadership in practically everyone of these communities rested with the minister. He ministered to the spiritual welfare and was the community leader. Following that grew up a type of leadership that rested in the legal profession and practically everyone looked toward the lawyer of the community as a guiding spirit in regard to matters other than those which were strictly legal.

Following that, there came the interest of the banker. He became not only the guide financially, but because of the leadership which his

Continued on page 47.

Will Radio Supplant the Teacher?

PAUL M. PITMAN

Educational Director of Radio KPO, San Francisco



HERE are those who dream of the day when, through the magic of the radio, the regular classroom teachers of a thousand schools will be supplanted by a few master teachers. Although three years of experimenting in the educational uses of radio have convinced me of its tremendous possibilities, I cannot believe that that particular dream will ever come true. I certainly hope not.

For as I look back over my own school days, the ones whom I remember were not the master teachers but the common ones. The uncommon common ones. The ones whose teaching was inspired by love rather than knowledge. The ones who were more concerned about character than about arithmetic. The ones who may not have had any fancy degrees but who did have a true understanding of boys and girls. These are the teachers whom I remember with appreciation and with gratitude. What they tried to put into my mind I have largely forgotten, but what they built into my character I can never lose.

It seems but yesterday that I sat in the second grade and made up my mind to win the Rhodes Scholarship. The closest I got to it was a free dinner, but that wasn't Miss Bessler's fault.

Then there was Miss Lynn who taught me Latin. I don't know where she is now, but some of her I carry always in my heart. I called her "Ol' Lady Brown" because it was customary, you know. But even when she slapped my face in front of half the student body, I loved her, and I still do.

"Kotty", too. He was my principal. I think he is in Oakland now. Among other things, I put a whiskey bottle under his desk and got kept after school and called a "brazen young reprobate." But before the year was over, he "got" me. I don't know what he did to me. I can't remember. I only know that by graduation time I was helping him with his work, the best behaved boy in the class.

There were others too. I'm not sure that I even remember what subjects they taught; but somehow they made a man of me.

So I don't welcome at all the suggestion that radio is to displace the teacher. There is something about the classroom teacher that we can't afford to lose. With fine loyalty, with sym-

thetic understanding, and with—yes, I dare to say it—with love, she gives her youngsters something more precious than knowledge.

I can't line up with those who know all about radio education. I believe that radio can become a valuable aid to the teacher, if rightly used; but who of us can say now what that right use is? The best of us is still only an amateur.

The Pacific Coast School of the Air is an experiment in the educational use of radio. Out of the mistakes, the blunders, and the successes of this experiment is bound to come something good and useful. Each week I try to bring to the microphone two leaders in the thought and life of today. One of these men presents the challenge of some vocation which is open to young men and women. The other discusses some phase of the "Management of One's Personal Finance".

"Please don't bring us any more quoters of statistics or apostles of information. What we want is more men like Cameron Beck, speakers who leave our students with shiny eyes."

When I read that paragraph in a friendly letter from a California high school principal, it found an echo in my own heart. Often I have been bitterly disappointed in the inability of a carefully chosen speaker to talk to young folk in language that they could understand. But some of them can talk that language and some of them do leave your students with shiny eyes.

I seek your criticism and your help in making these radio programs a valuable supplement to the school curriculum. My goal is not to build up something outside and beyond the control of the school authorities of California. Through the radio I can bring you personalities who would not otherwise be available to you; but I want to do it in such a way that their message can be geared into the regular school program.

• • •

Los Angeles City is making school building improvements to cost \$960,000.

• • •

Harvey J. Holt, vice-principal of the Santa Barbara High School, has been elected to the principalship of that school, succeeding Homer Martin who goes to the principalship of the San Mateo High School. Mr. Holt has made a notable record in education and is widely known in Southern California secondary school circles.



Ray Bethers, talented San Francisco artist who for the past few years has created the covers for the Sierrapublication
 A, Along the Seine, Paris; B, Native huts—La Union, Salvador; C, Adriatic fishing boat, Chioggia, Italy; D, French
 H, Paris ice cart; I, Peasant women of Brittany; J, Guatemalan native; K, Water carrier, Puerto Colombia, Old h.
 Union, Salvador; P, In the



International News, recently made a trip abroad. The above sketches from his note-book are as follows:
 K, French infantryman; E, Our Hotel, Camaret, Brittany; F, Breton fishermen; G, Champerico, Guatemala;
 H, Old houses, Rouen, France; M, Rooftops, Paris; N, Windmill in Monnikendam, Holland; O, Ox-cart, La
 P, In the mosque, Paris.

San Diego Convention a Great Success

ROY W. CLOUD.



HE Convention of Secondary School Principals convened at San Diego April 14, 15, 16 and 17. The general sessions were held in the Russ Auditorium of the San Diego Senior High School and the sections met in the Administration and Fine Arts Building.

The State Board of Education was in session April 10, 11 and 12 at Hotel El Cortez.

The California Society of Secondary Education held its annual meeting on the afternoon and evening of April 15th at the U. S. Grant Hotel.

The California Federation of Junior Colleges met on the last day of the convention and the State Committee on Training and Certification of Teachers held an all-day meeting on Monday, April 14, at the U. S. Grant Hotel.

Honorable Vierling Kersey, superintendent of public instruction, was chairman and was assisted in the preparation of the program by Dr. Nicholas Ricciardi, chief of the Division of City Secondary Schools, and Miss Helen Heffernan, chief of the Division of Rural Education. They were in turn assisted in all local affairs by Superintendent Walter Hepner of the San Diego City Schools and Principal John Aseltine of the San Diego High School. In planning the convention, Mr. Kersey and his assistants had as their problems the immediate concerns of secondary education in California.

Conference Plan Successful

Conference groups met from 9 to 12 each morning, all members of the convention having been assigned to different conferences. The leaders in every instance had studied the problems involved and had determined on procedure. The meetings, therefore, were replete with interesting discussion, and many fine ideas came to light during the four days.

The afternoon meetings were devoted to general programs. On the opening day, Superintendent Hepner presided and G. W. Spring, principal of the Santa Rosa High School, acted as secretary. Dr. John F. Engle, of the Auburn High School, offered the invocation. "America, the Beautiful," was led by Alfred H. Smith, supervisor of music of San Diego.

Five-minute welcome talks or greetings were given by Miss Ada York, county superintendent

of schools, San Diego; Roy W. Cloud, California Teachers Association; Mrs. W. A. Price, first vice-president of the State Parent-Teacher Association, and Major McCauley of the San Diego American Legion.

Honorable C. C. Young, governor of California, then gave the address of the day and explained the functions of government as they are applied in California. State Superintendent Kersey followed with an address on the meaning of public education.

Three University Dinners

On Monday evening three college dinners were held. For the University of California, Dr. Merton E. Hill of Ontario was in charge. College songs were sung. The address for the occasion was given by Dr. W. W. Kemp, dean of the School of Education.

The University of Southern California dinner was under the direction of Theodore Fulton of Los Angeles. The music was under the charge of F. Stillwell Moore of Colton. Dr. Rufus B. von KleinSmid, president of the University, made the address.

Stanford University, in celebration of "the return of The Axe," had as its favors and place-cards, small axes. John Aseltine, principal of the San Diego High School, was in charge. Dr. Ralph W. Swetman of Humboldt State Teachers College (who is to leave on July 1st to become president of the Tempi, Arizona, Normal School) expressed his appreciation of the cordial treatment he had received in California during his residence here. He also talked for a short time on the work Stanford University is doing along educational lines. The address of the evening was given by Dr. T. W. MacQuarrie, president of the San Jose Teachers College.

Tuesday afternoon at the general session Dr. von KleinSmid and Dr. Susan M. Dorsey, chairman of the Commission for the Study of Education, were the speakers.

Tuesday evening at the U. S. Grant Hotel the California Association of Secondary School Principals held its business meeting and dinner. L. P. Farris (principal of the Oakland High School) the president, and Harry G. Hansell (principal of the Part-Time High School, San Francisco), the secretary-treasurer, conducted the meeting. After the dinner a number of speakers told of the work of the Society for the study of secondary education and urged various principals to assist in the work of the organization. A number of reports were made, after which the election was held and Mr. Far-

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ris and Mr. Hansell were re-elected president and secretary, respectively.

ON Wednesday Hon. Will C. Wood, state superintendent of banks, gave the principal address of the day. Deputy Superintendents William F. Ewing of Oakland and Arthur Gould of Los Angeles were the other speakers. Superintendent Kersey then summarized the work of the conference. L. H. Golton, principal of the Sonoma High School, presented the report of the Committee on Resolutions*, which was unanimously adopted. At this session a male chorus made up of the principals rendered several vocal selections which were greatly appreciated.

At the conference of the Western Association of Secondary Schools and Colleges on Thursday Dr. E. C. Moore, president of the University of California at Los Angeles, presided as president and was assisted by A. J. Cloud, deputy superintendent of San Francisco, secretary of the Association.

Dr. E. C. Moore, Dr. Lewis W. Smith of Berkeley, A. C. Olney, principal of the Marin Union Junior College; Dr. Frank W. Thomas, president of the Fresno State Teachers College; Dr. Ralph Bush, president of the Santa Monica Junior College; Dr. William M. Proctor, professor of secondary education, Stanford University; Arthur Gould of Los Angeles; Dean Monroe E. Deutsch of University of California; D. K. Strong of Stanford University, and A. L. Ferguson, principal of the Herbert Hoover High School, Glendale, were the speakers.

That afternoon the California Federation of Junior College Associations held its meeting. A. C. Olney, president of the Association, presided and W. T. Boyce of Fullerton served as secretary. The speakers were Charles T. Fitts, registrar of Pomona College; Robert C. Gilling-

ham, dean, Compton Junior College; A. G. Paul, principal, Riverside Junior College; C. S. Morris, dean, Modesto Junior College; J. B. Lillard, president, Sacramento Junior College and president of the National Junior College Association, and Robert J. Hopkins, dean, San Mateo Junior College.

THE State Committee on Credentials, which met in Pasadena in October, convened again on Monday. Dean W. W. Kemp presided and Mrs. Evelyn Clement was secretary. A sub-committee, of which Dr. J. C. Almack is chairman, made a tentative report. This report as made had a single comprehensive view of secondary education instead of breaking it up into three segments, the junior high, senior high, and junior college. The report indicated that certification plans should recognize that the primary purpose of the teacher is to teach the fields which comprise the course of study in the secondary school in which she is employed and that teachers should be specially trained for what they are to do if the work is to be done effectively. The idea was expressed that they should be called upon to undertake only such work as they had been specifically prepared to do.

The principles enunciated were:

1. Since education is a function of the state, the final direction of the training of teachers, and its integration with secondary schools needs, should rest with the state.
2. Certification and its renewal should be acts of the state, and certificates should be granted only upon receipt of the transcript of record from a training institution approved by the state, supported by a statement that the candidate is qualified to teach and by a recommendation that a certificate be granted.
3. Institutional responsibility for recommending candidates for certificates should include also the responsibility for guiding teachers while in service and for keeping an accurate and continuous record of each teacher's professional training, experience, and growth.
4. The institution should also assume the duty and responsibility of making a careful selection of candidates for training, and only upon evidence of probable successful service should the application for admission to training be approved. Likewise continuous counseling while in training should be the rule.
5. Only one type of teaching certificate for teachers in secondary schools should be issued, the teaching field or fields for which training has been secured being described in each certificate. Certification should be confined to those teaching subjects in which adequate prepara-

*The Committee on Resolutions (under the capable chairmanship of L. H. Golton of Sonoma) prepared an excellent series of resolutions which was adopted by the convention. These included, thanks to all who contributed to the success of the convention; honoring those who had passed on since the last convention (Frank H. Boren, James T. Preston, Karl F. Adams, Henry Randolph Bull, Sam M. Chaney); urging a study of school finances, in order that additional sources of revenue may be developed; heartily opposing any extension of the state printing of textbooks or supplementary books; recommending local discussion of a larger unit of school administration; recommending that junior schools be placed on the same financial basis as other secondary schools; endorsing the California Quarterly and Secondary Education; commending the conference plan; recommending the study of state "blanket" insurance covering all fire, earthquake, theft, and liability insurance of school property, employees and pupils; recommending student deposits for protection of all school property.

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tion has been made, **except** that in rural high schools, if additional fields of instruction are required, a permit valid for one year may be obtained from the State Department of Education upon the request of the principal.

6. Teaching in other subject fields or on another academic level (elementary school) than that for which the candidate has been trained and certificated, should be prohibited.

7. The fields of training should correspond to those defined by the organization of secondary school curricula; i.e., English, mathematics, foreign languages (or a foreign language), physical and biological sciences, social science, music, graphic arts, business and commerce, industrial arts, home-making, and physical education, rather than to the degree requirements of departments in training institutions.

8. The range of a secondary certificate should extend from the junior high school through the junior college.

9. Training should be offered and certification be granted in some approved proportion to the supply and demand for teachers in each field. To this end, the State Department of Education should regularly collect and disseminate data on supply and demand to teacher-training institutions.

10. Upward revision of certification requirements should not be retroactive, nor should it jeopardize administration, curriculum development, or pension programs, because of its unreasonably rapid application or radical departure from present practice.

11. The minimum scholastic requirement for secondary certification should be college graduation and one year of graduate study.

12. Certification of teachers from other states should be upon substantially the same basis, and only after placement on a scale in respect to the selected group of "local" teachers which will guarantee that the norm is not lowered by the admission of the outside applicant. To qualify as a "local" teacher, a year's attendance at an approved California teacher-training institution should be required.

Regulations.

To carry into effect the foregoing list of principles, the following regulations are suggested:

I. An applicant for a California secondary school credential must submit from a college or university approved for graduate work by the California State Board of Education:

a. A certificate that he is physically and mentally fit to teach. What constitutes the minima for this certificate should be defined as

objectively as possible, particularly in respect to vision, hearing, physical ability, and intelligence.

b. A statement by the school of education of the institution that he is properly qualified for teaching, with verification of

1. A bachelor's degree.

2. One full year of post-graduate work of not less than twenty-four semester hours completed in the recommending institution or other approved institution of the state. This graduate work should include at least six semester hours of work in education, selected with the approval of the dean of the school of education.

3. Satisfactory credits in at least two fields commonly taught in secondary schools: English, mathematics, foreign languages (or in certain combinations, a foreign language), physical and biological sciences, social sciences, music, graphic arts, business and commerce, industrial arts, home-making, and physical education, and such other fields as are approved by the State Board of Education.

4. Approximately one-fourth as a minimum of the work in the teaching fields shall be of graduate quality, and the remainder of the work shall be on a level in quality with courses in the upper division.

5. Adequate professional training in the department of education given by or approved by the school of education of the recommending institution, including

(a) A study of education in the United States, emphasizing historical development, structure, functions, relations, aims, and values.

(b) Directed teaching, including instruction in basic principles, techniques, and methods relating to the fields in which certificated. (The directed teaching shall be carried on in schools which are adequately supervised, and the prospective teacher shall devote the major portion of his entire time for a quarter or semester to this directed practice. It shall ordinarily be scheduled for not later than the latter half of the senior year.)

(c) An introductory or beginning course, intended not only to give a view of professional problems and opportunities, but to discover the candidate's aptitudes, fitness for, and probable success in his chosen fields.

(d) A knowledge of the facts and principles, and the related techniques, in the fields of child biology and educational psychology—social and differential.

(e) Such other courses and fields as may be recommended and approved by the school of education.

6. A course in the principles and provisions

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of the Constitution of the United States of two semester hours, completed in a California teacher-training institution. (This requirement may be postponed for one year, or it may be satisfied by passing an examination of a type prescribed by the Superintendent of Public Instruction and given by the school of education.)

II. Authorization for service.

This credential entitles the holder to teach the field or fields named upon the credential in any junior college, four-year high school, senior high school, or junior high school (with the exception of classes organized under the provision of the California plan for Vocational Education), and to carry on such work (other than teaching) as may be assigned by the principal.

III. Term.

This credential will be issued for a period of three years, and will be valid for teaching anywhere in the state (certification by individual counties will not be required), and may be renewed thereafter for periods of five years upon verification of at least one year of successful teaching experience (definitely established) in the public schools of California, and having furnished evidence of professional growth, for example:

1. Six semesters of additional work recommended by the dean of the school of education taken in a teacher-training institution of the state, approved for graduate work either in summer session or in the extension division.
2. Educational travel and report thereon as required by the superintendent of public instruction.
3. Training in service through satisfactory work in curriculum revision and development, or educational experimentation under regulations set up by the Superintendent of Public Instruction.

4. A substantial contribution to science or to teaching practice.

IV. Basis of recommendation.

Some definite basis should be adopted by teacher-training institutions for their guidance and the guidance of students in determining who shall be recommended to the State Board of Education for teaching credentials. For purposes of discussion, the suggestion is made that in such a plan

1. Academic records should be considered as counting not more than fifty per cent.
2. Character, personality, and teaching success, etc., should be weighted in proportions to be determined by the training institutions, counting together the remaining fifty per cent.

AFTER receiving the report, Dr. Kemp asked for a discussion concerning the matter. A number of those present desired to have an enabling act enacted at the next session of the legislature which would allow these principles to become operative. After discussing the matter, however, it was decided that more time should be taken, so that the teachers of the state might be fully informed as to impending changes.

George C. Bush, chairman of the California Teachers Association Committee on Certification, who is also a member of the state committee, told of the plans of the C. T. A. to introduce legislation which will eliminate the county examination for certificates, it being the belief of his committee that California now has sufficient teacher-training institutions for all who desire to be teachers.

This concluded the meeting of the committee.

The ladies of the convention were entertained throughout the week by committees which had secured automobiles and the steamer Crescent. Practically all of the interesting and historically country about San Diego was visited, and the ladies had an opportunity of learning first-hand many facts concerning the tradition and history of Southern California.

The convention as a whole was exceedingly worth-while. Mr. Kersey and his associates should feel that they gave a program which will be of great value to secondary education in California.

* * *

A Harmonica Band

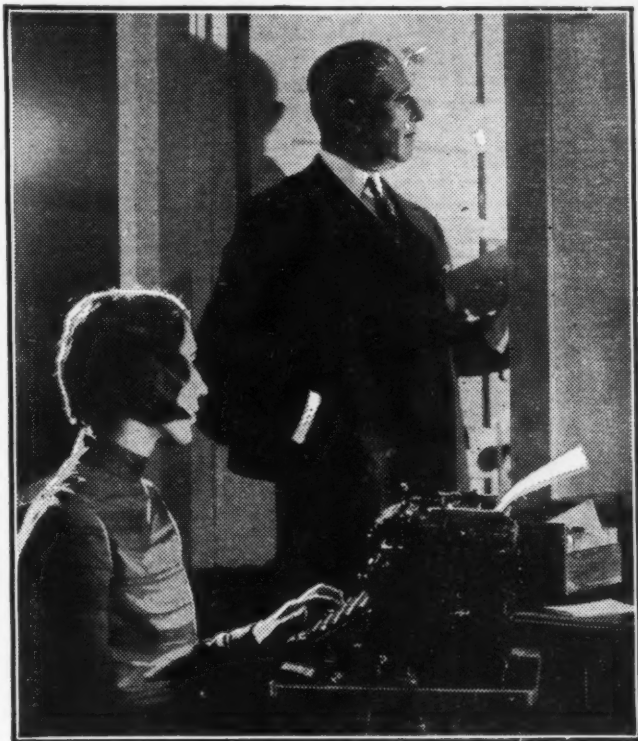
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OFFERING pleasant diversion and amusement as well as practical value in musical instruction to pupils, a harmonica band, unique in musical department lines, has again been organized at Woodrow Wilson School of the Gridley elementary system, under the direction of Miss Dorothy Armstrong.

Wilson School formed its novel band for the first time last year. It immediately became a popular entertainment feature at school assemblies, gatherings of clubs, and organizations in the community.

Nothing of musical nature can be found to more readily arouse the interest and enthusiasm in a school of small enrollment with few facilities for an orchestra or band, than a harmonica group.



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School Books and Others

Teachers are invited to contribute brief notes concerning school books or other literature that has been especially helpful to them in their work or their leisure.

The Homes of California

Roy W. CLOUD

THE Powell Publishing Company, 701 Printing Center Building, Los Angeles, has just brought out the sixth of its series of nine histories of California. It is called "Land of Homes" and is by Frank J. Taylor of the Stanford Illustrated Review.

It is a large volume of 350 pages and retails at \$5. It describes the homes in various sections of California which is a veritable land of homes. Pictures of some of the fine large municipal buildings of the state are included. It tells of the founding of many of the romantic sections of the state and graphically pictures life in the metropolitan areas. It is in fact a picture of California from the standpoint of the people who live here.

As time passes and conditions change, this volume will be very valuable for those who wish to know something about the home life of California in a wonderfully fine period of its existence.

* * *

On the Shelf

CAROLINE BARTON AHLF, *Inglewood*

A rhyme concerning the "shelving" of the well-worn primer

The little red hen
Found a seed, and then—
It was a seed of wheat.
The droning of the tale continues.
And—"Who will eat?"
You know the rest!
The Gingerbread Boy—
And he ran, and he ran;
The little boy ran!
I didn't know
That boys could grow,
And learn to read, and that;
Without "I won't", said the cat.
And he ran—
But I was wrong!
I guess they can!

California School Code

OFFICE of the State Superintendent has recently issued the School Code, a substantial volume of 600 pages. Alfred E. Lentz of the state office did the actual work of codification, under the direction and guidance of Fred B. Wood. So well was the work done, states Superintendent Kersey, that upon its presentation to the legislature it was adopted practically without change and became effective last August.

The thanks of those who have occasion to use the Code will be often silently offered to those two who labored so assiduously to bring about an orderly and systematic organization of the school laws of California. The Code is far from being perfect. Much needs to be done to clarify its meaning and to simplify its language. These tasks were beyond the authority of the Commission. In its field of authority and service it labored efficiently and effectively and is entitled to the full meed of praise.

* * *

Girls on the Gold Trail, a story of strange adventures in the Northlands, by E. E. Cowper, is a fine wholesome adventure, full of picturesque and romantic episodes. It is published by **Thomas Nelson and Sons**; 330 pages, illustrated; \$1; it is one of Nelson's excellent series of fiction for the junior adult.

* * *

The College Book of Prose, published by the **Houghton Mifflin Company**, was given notice in a recent number of the Sierra Educational News and was erroneously credited to another publisher.

* * *

The Big Aviation Book for Boys, edited by Joseph Lewis French, has an introduction by Commander Richard E. Byrd. Of nearly 300 pages, with many plates, this "big book" will delight the heart of boyhood. It is published by **McLoughlin Brothers**, of Springfield, Mass., inaugurating their 101st year of successful publishing.

* * *

Destroying Victor by Carleton Beals is a California story of university life, love, defeat, and triumph. Professor Scroggin, the hero, strides tempestuously across the pages of this stirring tale. It is published by **The Macnuley Company**, of New York City; 390 pages; \$2.50.

C. T. A. Council Meeting*Continued from page 34.*

financial position gave him, he directed the political and social view of the community and we began to speak of "captains of industry".

Then there has come of late, a very great reliance upon the teacher of the community. The teacher has grown to be something more than the instructor of the children. He in turn has risen and at least has partially become the leader. I feel that the leadership of the school people of California must be maintained. They have the breadth of vision, the honesty of purpose and the sense of responsibility to carry on regardless of what may be the individual recompense therefor.

I do feel that we cannot allow our disposition for our own economic welfare to overshadow the position which we have obtained and which we must maintain if democracy is to continue to be the strength of this nation; that we must not allow personal considerations to overshadow the greater responsibility, the larger field of endeavor.

I speak with hesitancy on this matter, since I see my former chief and your former leader, Will C. Wood, here this afternoon. I know the sacrifices that he made over a period of years to be your leader in educational work in this state, and it is that type of leadership that we must maintain if we are going to be the great force that educators have to be in order to continue our democratic form of government.

I want to offer merely for your consideration and not as a thing that is at all final in its conclusions, a tentative piece of legislation which I believe, if carried out, will go far toward simplifying many of the controversies which have arisen. The preliminary draft is as follows:

Preliminary Draft

Proposed bill giving the Superintendent of Public Instruction the power to interpret the school law, decide disputes arising thereunder and to hold hearings and submit recommendations to the State Board of Education on the revocation of credentials.

Sec. 1. A new Article is hereby added to Chapter I of Part V of Division II of the School Code to be known as Article VI thereof, and to read as follows:

Article VI—Interpretation of the School Code.

2.1530. The superintendent of public instruction or any person authorized by him in writing so to do shall decide all questions, controversies and disputes arising under the School Code or the rules and regulations of the state board of education, which may be submitted to him in writing by any person. The decision of the superintendent of public instruction shall be final and binding until set aside by a court of competent jurisdiction or by subsequent legislation.

2.1531. The superintendent of public instruction or any person authorized by him in writing so to do may conduct an investigation to determine whether any credential issued by the state board of education shall be suspended or revoked upon receiving a verified complaint from

Continued on page 49.

SUMMER SESSION of the GREAT SOUTHWEST

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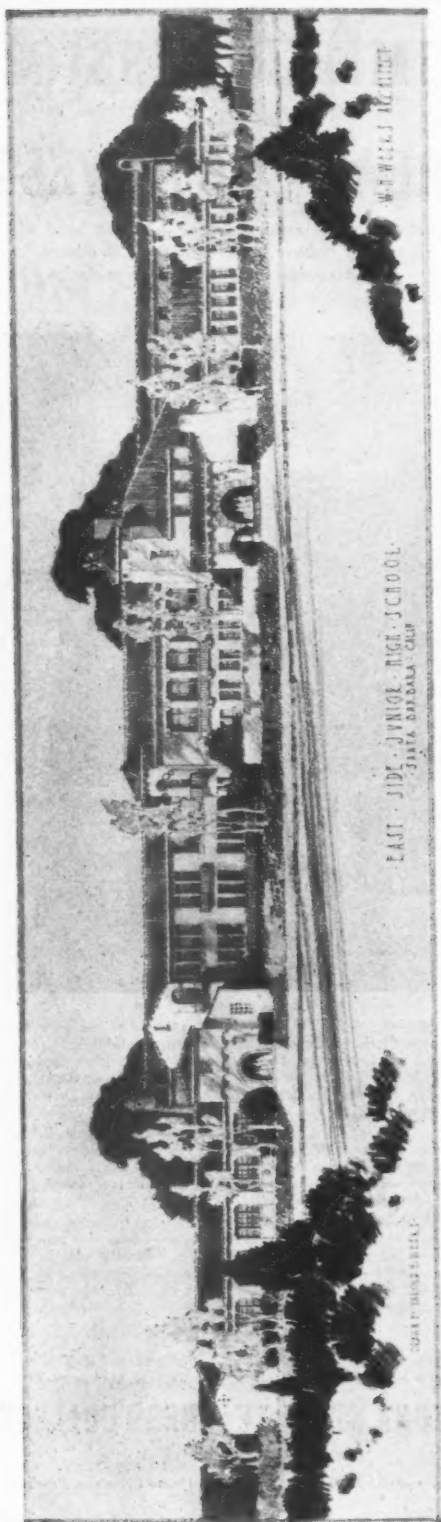
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A New Junior High School for Santa Barbara

Santa Barbara Bond Election

SANTA BARBARA CITY held a school bond election, March 28, in both the elementary and high school districts, with very gratifying results, according to City Superintendent Paul E. Stewart. Out of 11,000 registered voters in the elementary district only 358 recorded their opposition to the bonds, and out of 14,000 registered voters in the high school district only 446 recorded their opposition.

The proposed junior high school building, shown in the accompanying illustration, is to be built out of the proceeds of the high school bond issue. The building is being designed by W. H. Weeks, architect. The two elementary buildings will be designed by Floyd E. Brewster and Soule, Murphy & Hastings, local architects.

The vote was the largest favorable vote on bonds which has even been polled in a municipal election, in Santa Barbara, showing that there was widespread interest. The entire community seems to feel that the passage of the bond election was an endorsement of the City Board of Education and the administrative officers of the schools. There was some opposition to the issue. An educational campaign was conducted and a week before the election the opposition was almost completely overcome.

* * *

The students of the **Los Angeles Junior College** have issued a **Student's Handbook** of which Abram S. Olodort is editor. It is a highly creditable book, packed with helpful information. Dr. William H. Snyder is director of the Los Angeles Junior College.

* * *

An Important Federal Bill

EVERY secondary school administrator should be interested in advocating the passage of the Capper-Reed vocational education bill, Senate Bill 3969. This bill provides for the further development of vocational education of less-than-college grade.

Its primary purpose is to make available to the states and territories additional funds for the stimulation of research and the collecting of research data vital to the efficient functioning of vocational education, including the determination of the exact physical and psychological characteristics that individuals must possess in order profitably to receive training for specific occupations; the development of efficient tests to this end; the accurate and continuous determination of the training needs of individuals of varying abilities; the continuous discovery of new occupational fields for which training is needed; the accurate and continuous evaluation of the results of vocational training; and the dissemination of these facts.—Nicholas Ricciardi, chief, division of city secondary schools, State Department of Education.

C. T. A. Council Meeting*Continued from page 47.*

any person that the holder of such credential has been guilty of immoral or unprofessional conduct; persistent defiance of or refusal to obey the law regulating the duties of the holder of such credential, or evidently unfit for service in the public schools. After such hearing the superintendent of public instruction shall make a recommendation to the state board of education which shall at its next regular meeting thereafter determine whether or not such credential should be revoked or suspended.

2.1532. The facts involved in any question, controversy or dispute submitted to the superintendent of public instruction, or in any investigation which he is authorized to conduct, shall, if he so requires, be made known to him by the written statement of the party or parties interested therein, verified by oath or affirmation and accompanied by all documents necessary to a full understanding of the question, controversy or dispute.

2.1533. The superintendent of public instruction is hereby empowered to subpoena such witnesses and the production of such documents, books and papers as he may deem necessary. Should any witness refuse to appear, any superior court in and for the county or city and county in which the inquiry, investigation or hearing may be held by the superintendent of public instruction, shall have the power, upon application of the superintendent of public instruction, to compel the attendance of such witness as required by such subpoena.

The actual and necessary traveling expenses of such witness shall be paid out of the funds of the state department of education.

2.1534. All hearings, investigations and inquiries conducted or held by the superintendent of public instruction under the provisions of this article, shall be governed by such rules of practice and procedure as shall be adopted by the superintendent of public instruction, who is hereby empowered to adopt such rules and regulations. In conducting or holding any hearing, investigation or inquiry under this Article, the superintendent of public instruction shall not be bound by any common law or statutory rules of evidence and procedure, but make inquiry in such manner through oral testimony and written and printed records, as is best calculated to ascertain the substantial rights of the parties thereto.

DR. GWINN then introduced the **Honorable Will C. Wood**, State Commissioner of Banks and former State Superintendent of Public Instruction.

Mr. Wood extended greetings to the Council and expressed his thanks for his election as an honorary life member. He commented briefly on the proposal contained in Mr. Cohn's talk and then gave a short discussion of education in South America.

The time having arrived for the special order of business for the election of the Board of

*Continued on page 51.***SUMMER SESSION****SCHOOL**
of the **THEATRE**

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The Meek and Lowly Widow

JUANITA SMITH, *El Gloriosa*

'TIS not at all likely I'll marry again,
My face is not fair, I'm too old.
Though fifty, homely, and stout be the men,
They expect young wives, I am told.

Of course, my specifications few
Would be quite easy to meet:
A good man, clever, and tall would do,
One who never has known defeat,—

Who is strong and healthy, tenderly kind,
Addicted to Tennyson's lays;
With a wholesome sense of humor, refined,
Not conceited, and ready to praise.

I rather prefer a clear tenor voice;
He may play violin or 'cello.
Our duets might not be every one's choice
But to us they'd be charmingly mellow.

I am not accustomed to smoking and drinking,
So I couldn't be bothered now;
Though loneliness gives much time for thinking
'Tis better than "having a row."

Would I ask a palatial house? No, indeed!
And a little car would do,
But a trip to Europe I really need,
With a glimpse of Egypt, too.

A tennis court—love games without fail—
I wouldn't care if he won;
A fireplace warm when the night winds wail;
A garden, a bit of fun.

If, busily typing, I chanced to o'erlook
The starting of dinner, he'd say,
"Come, Lovely One, take a rest from your book,
We'll dine at the Ritz today!"

My requirements few are easily met,
But I'm in my forties and show it;
So I'll dispense Latin for twenty years yet—
Teach "*amo, amas*" but not know it.

Mental Hygiene, First International Congress on.—To be held at Washington, D. C., May 5-10, 1930. Sponsored by mental hygiene and related organizations in more than 26 countries. Honorary President: Herbert Hoover. President: Dr. William A. White, Washington, D. C. Secretary-General: Clifford W. Beers. Address Administrative Secretary, John R. Shillady, 370 Seventh Avenue, New York City.

An Arithmetic Project

ELSIE FAURE

Main School, San Anselmo

IN MY second and third grades I have a grocery store. At first it was very crude. The children brought boxes and we used them for shelves. Later our manual training teacher had his upper grade boys build us a counter and shelves.

A San Francisco firm very kindly sent us many canned grocery samples, most of which were dummy cans. The children took great delight in arranging the store.

Our project is now completed and we play store on an average of three times a week. We use paper money and the children learn the value of money and how to make correct change. The pupils take turns being groceryman. When he makes a mistake in the change another succeeds him.—Sent by Wade F. Thomas, District Superintendent, San Anselmo.



The Supreme Joy of Teaching

"Inspiration", a statue in white marble, is familiar to all visitors at the Art Institute, Chicago. It was executed by Kathleen Beverley Robinson—Courtesy of Omaha School Forum.

C. T. A. Council Meeting*Continued from page 49.*

Directors of the California Teachers Association, the delegates from the six sections adjourned to meet in section conclave and to nominate the members for the Board of Directors.

Reconvening, President Gwinn called for the report of the sections who replied as follows:

Bay Section—**David Martin, Joseph Marr Gwinn.**

Central Section—**Clarence W. Edwards.**

Central Coast Section—**Robert L. Bird.**

Northern Section—**Edward I. Cook.**

North Coast Section—**Roy Good.**

Southern Section—**Mrs. Eugenia West Jones, George C. Bush, Paul E. Stewart.**

FOR delegates to the N. E. A. the Bay Section reported: Mabel Ellis, John R. Williams, E. W. Kottinger, Mabelle Wilson, E. Dixon Bristow, John Brady, Viola Kelly, Esther A. Scott, Oscar H. Olson, W. R. McNair, Elmer L. Cave, W. Fred Ellis.

Central Section: May R. McCardle and Mrs. Florence Koontz.

Central Coast Section: Arthur Walter and Walter Elmer.

The Northern Section requested the privilege of choosing its delegates to the N. E. A. at its Council Meeting on April 25, 1930.

North Coast Section: Lena Guidery and Mrs. Annie R. Babcock.

The Southern Section requested the privilege of choosing its delegates to the N. E. A. at its Council Meeting.

Mr. Givens moved, seconded by Mr. Clifton, that the Council approve these recommendations and that these persons be constituted duly elected to the positions for which they had been nominated. The motion was unanimously carried.

FRANK A. HENDERSON, President of the Southern Section, stated that he had the honor of proposing a recommendation to the Board of Directors that the Board continue Dr. Gwinn as their president for the following year. The recommendation was unanimously adopted.

Mr. Givens, as N. E. A. director for California, read a letter to President Hoover asking him to address the N. E. A. meeting at Columbus. This letter of Mr. Givens was endorsed by President Gwinn for the California Teachers Association.

David Martin moved the approval of the letter.

The motion was seconded by Mr. Stewart and carried.

The State Executive Secretary presented the recommendation of the Board of Directors that in view of the endorsement of the various sections of the California Teachers Association the Council reaffirm its endorsement of the **National Educational Bill.**

R. Thompson moved, seconded by Mr. Givens, that the recommendation of the Board of Directors be approved. The motion was carried.

On motion of Mr. Upjohn, seconded by Mr. Bachrodt, the meeting was adjourned.

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The Future of the California Teachers Colleges

DR. ELMER H. STAFFELBACH, *Director of Research*
California Teachers Association

The Research Department of the California Teachers Association, at the request of the Presidents of the Teachers Colleges of the State, recently completed a study of opinions among educators concerning what future lines of development the state teachers colleges should follow.

Questionnaires submitted to the school administrators of the state, including high school principals and city, county, and district superintendents elicited 318 replies. A copy of the questionnaire, bearing a tabulation of the responses of the administrators is given below:

In my opinion the state teachers colleges should extend their present program of instruction to include:

Mark X in appropriate column.

	Immediately		Within 10 Years		Not at all		Not Answered	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1. Training for specialists in naturalization and Americanization.....	176	55	53	17	40	13	49	15
2. Training for attendance officers.....	180	56	43	14	47	15	48	15
3. Complete three-weeks units as part of summer session offerings.....	167	52	16	5	56	18	79	25
4. Training for rural supervisors.....	199	63	58	18	16	5	45	14
5. Training for rural administrators.....	174	54	72	23	22	7	50	16
6. Training for city elementary supervisors.....	162	51	67	21	28	9	61	19
7. Training for city elementary principals.....	177	55	67	21	24	8	50	16
8. Training for elementary supervisory and administrative fields even when fifth-year graduate courses are required.....	105	33	95	30	53	17	65	20
9. Training for civil service and public service workers.....	72	23	93	29	85	27	68	21
10. Non-teaching vocational courses to meet regional needs.....	93	29	71	22	78	25	76	24
Total of 318.								

IT will be seen that there is a very decided majority of opinion in favor of extending the functions of the teachers colleges to include the training of individuals along many lines, some of which are apparently not even indirectly connected with the teacher-training objective. This need for expansion is, according to the opinions expressed, not only lateral to include new non-teaching objectives, but vertical as well.

Thirty-three per cent of the replies indicate that a graduate year should be added immediately to train administrators and supervisors in the elementary field. Thirty per cent of the replies indicate a desire to see such a fifth year added within a decade. Of the 253 replies to this item of the questionnaire, only 53 or slightly less than 21 per cent, were opposed to such extension of teachers college activities.

Voluntary Replies

The administrators to whom the questionnaires were sent were requested to express their opinions freely in writing. Accordingly, a great many responses came that are of a type impossible to present in tabular form. However, the

great majority of such voluntary remarks bore in a few definite directions.

First of all, there appeared, more often than any other type of remark, the statement that the most important function of the teachers college is to teach teachers. Nothing, it was stated by many of the administrators, should be permitted to interfere with the performance of this function. Many recognized the need for other types of training—the non-teaching vocational, for example—but stated that this should not interfere with the preparation of teachers. Others, though somewhat fewer in number, stated quite frankly that non-teaching vocational work should be left to the junior college.

A second trend of sentiment included in the voluntary replies concerned graduate study in the teachers college. Certain replies showed enthusiastic approval; others plain disapproval. Certain of the latter group stated that the province of the university should not be encroached upon. A larger middle group was strongly in favor of graduate study for administrators in the elementary field; and several of these replies called attention to a need for experience, before such courses should be taken.

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In other words, the opinion of these administrators seemed to be that graduate study of this kind would be particularly valuable to experienced teachers who face advancement to administrative or supervisory positions, or who wish to make preparation in anticipation of such advancement.

ATENTION was called in the voluntary replies to the need for specialized training for specific kinds of service: specialized training for rural teachers; for attendance supervisors, for psychiatric and mental hygiene case studies, for educational guidance, for dean of girls and dean of boys, etc.

Present Status of Teachers Colleges

Normal schools have become teachers colleges in California, at least, and along with the dignity of the new title they have been given the authority to grant degrees.

To put the story thus in one short sentence is to leave out a most interesting and important chapter in the history of American education. For the old normal schools—now grown up into teachers colleges—have been, and are at present, the most important of all factors in the evolution and maintenance of the principles and practices of modern education.

It is largely in connection with these teacher-training institutions that new ideas, new methods, and new activities have been invented, tried out, and reduced to practical working bases. They have been as a fountain-head of progressiveness in educational thought and practice.

Restricted in Scope

Teachers colleges are quite generally restricted to the training of teachers for the elementary field, the preparation of secondary school teachers being usually left to the university and the state college. Some states have removed such restrictions upon certain or all of their teachers colleges.¹ In California this has occurred to a limited degree.

California teachers colleges may, in addition to training elementary and kindergarten teachers, prepare junior high school teachers, and teachers of special subjects for the high school. Further, they may give training in fulfillment of requirements for special administration and supervision credentials.

(1) The Colorado State Teachers College at Greeley, Colorado, has for several years been giving a year of graduate work and granting the M. A. degree. Recently the Kansas State Teachers College at Emporia, has undergone a similar development.

This division of functions between teachers colleges and universities and colleges goes back in its origin to the days of the old normal school, when the training of elementary school teachers was largely non-academic in character; when such training occupied only one or two years, based often upon the completion of the elementary school, and was devoted for the most part to courses in "pedagogy" and methods.

Teachers Colleges No Longer Non-academic

With their gradual evolution into modern teachers colleges, our state teacher-training institutions have, on the one hand, weeded out most of the non-academic matter that was so prevalent in the older normal school, and, at the same time, incorporated into their curricula most, if not all, the subject-matter found in any four-year institution of higher learning.

They have, in place of former faculties many of whom were without thorough knowledge of academic subject matter, acquired instructional staffs made up of individuals whose academic training is on a par with that of the best college and university faculties.

Teacher Training For Special Fields an Influence Toward Expansion

One factor conducing toward a broadening of the work of the teachers college in California has been the function of training teachers for special fields. Some of this specialized training has required background education of an academic nature.

The well-prepared teacher of home-making requires a knowledge of chemistry; the physical education teacher needs to have knowledge of biology and physiology; the teacher in the commercial field needs to have a background in economics, statistics, and mathematics, etc. These requirements have been conducive toward an enriched academic offering on the part of the teachers colleges.

Modern Education Based Upon Enriched Teacher-Background

Perhaps the most influential factor making for a better academic offering, however, has been the emphasis in teacher-training upon a broadening of teacher-knowledge in academic fields. The modern elementary school teacher needs to be well grounded in physical and natural sciences, in social science, in psychology and child study, in literature, in art, and in music.

Ignorance of any of these fields brands the elementary teacher as unsuitable for the modern school. "As is the teacher, so is the school," is an old saying, and a true one. Modern education

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is no longer limited in scope to a few fundamentals for which dependence can mainly be placed upon textbooks. Never before in the history of education has the success of the school been so dependent upon the teacher as at present. Only the broadened and enriched academic program of the modern teachers college can produce modern teachers.

NOR does supplying this information constitute the only task of the teachers college. Given a large and numerically adequate body of teachers, as the state has at present, the emphasis shifts from numbers to quality. It becomes the job of the teachers colleges to select, out of the numbers who apply for teacher-training, those individuals who by nature and culture will be most satisfactory as teachers after their training has been completed.

The Problem of Selection

Selection in the field of teacher-training has long been recognized as a problem. Selection there has been, but among **teachers**, rather than among **prospective teachers**. Graduates of normal schools and teachers colleges have been certificated and turned out to teach. A large part of them have been reasonably successful. A smaller percentage have been only partially successful, and a still smaller group have been flat failures.

The failure of the trained individual is always tragic, because such failure means wasted years, wasted effort, wasted money.

Selection of the kind that waits upon failure or success after the training period is past is a wasteful kind of selection. Modern educational principles demand a selective process which will be predictive.

This has been, and still is, the problem of the teachers college. Probably not more than 60 to 80 per cent of the individuals who apply to take teacher-training courses are suited by mentality, temperament, and personality to become good teachers. The task of selecting the 60 to 80 per cent, difficult as it is, is only half of the problem that devolves upon the institution to which they apply. The rejection of the other 20 to 40 per cent raises questions whose demands for solution are immediate and imperative.

What to Do With the Rejected?

As long as the teachers colleges remain purely teacher-training institutions, there is but one course open for those individuals who are proven unfit to be candidates for teaching credentials: They can only be thrown back upon society with their educational problems unsolved.

Under such conditions, it becomes difficult to

carry out an intelligent program of selection in the teachers college, for there will always be a tendency on the part of the faculty, out of sentiment or perhaps out of an excessive desire to be fair, to give the applicant for teacher-training the benefit of any and all doubts as to his or her fitness.

An Alternative

On the other hand, if the teachers colleges include among their curricula non-teaching technical and vocational courses, another avenue is left open to the student rejected from the teacher-training course. His problem remains the problem of the institution, and of the counselling services it affords.

Teacher Training the Paramount Function

There appears little doubt that teacher training should remain definitely the chief objective of the California teachers colleges. No new or added function should be allowed to overshadow this primary activity.

But it also appears that far from hampering the teachers college in its performance of this function, the enrichment of its curriculum and the broadening of the scope of its activities, serves rather to facilitate its work toward this major objective.

* * *

State Meeting of Elementary Principals

CALIFORNIA Elementary Principals Association held the third annual meeting of its Council and of its Central Section at Fresno, April 11 and 12. At the Council dinner meeting Friday evening reports were made as follows: **Lucy Cotrel**, chairman, business re-organization; **Emma Von Hatton**, chairman, legislative program for 1930-31; **Mrs. Cora Rosling**, chairman, nominating committee.

On Saturday morning Erwin O. Addicott presided and addresses were given by **Dr. John A. Hockett**, University of California, "What Is Progressive Education?"; **C. A. Pugsley**, Pasadena, "What Are the Obstacles to a Progressive Education Program?"

At the luncheon and afternoon meetings the following people participated: Dr. A. J. Hamilton, O. S. Hubbard, Dr. Frank W. Thomas, C. D. Winship, M. S. Bryan, Vaughan MacCaughey, Mrs. E. Bradley, I. O. Addicott, Mrs. Cora Rosling, C. A. Pugsley, John A. Hockett, R. D. Linquist, Mrs. Ina K. Dillon.

The convention was unusually interesting and successful. The Elementary Principals of California are to be heartily congratulated upon their noteworthy professional advance. They are moving forward with great strides.

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Spanish and the "Talkies"

PROFESSOR ALFRED COESTER, *Stanford University*

THE appearance of the new popular amusement known as the "talkies" has given rise to a number of speculative considerations, which are not all confined to the fate of the amusement itself. Some of them interest the language teacher, whether he instructs in the mother tongue or in a foreign language.

Consider first the word "talkie", a most horrible neologism. But how magically it sprang from the lips to distinguish the new thing from the old! A spontaneous invention by analogy, popularly formed; "movies, talkies." "Movies" has not been accepted as a word in good use; but now that its blood brother has been created, the pair very likely will enter insolently together into good society.

As long as the actors in the "movies" were not expected to speak, the public was content with their attractive personal appearance; but in the "talkies" the actor must have a pleasing voice. Perhaps, as in the spoken drama, the good voice and clear enunciation will be more important than beauty of person.

Teacher, if you know any young person smitten with a desire to go to Hollywood, you have a powerful incentive at your command for improvement in vocal English. Who has the best "talkie" voice in your class? Would the class be interested in finding out? If not just now, after a few weeks of preliminary practice.

If the "movies" have any influence on the lives of young people (and some persons call them one source of "the crime wave"), the "talkies" will have more. The picture will no longer be merely a suggestion; words will make its subtlest meaning clear to the stupidest. The boy who goes home from the theater to play highwayman in the backyard or habitue of the night club in the garret, will know the appropriate language. The slang of the "talkies" will spread rapidly.

But why not make use of this educative power of the "talkies"? One electric company, I understand, is already advertising "educational talkies." As yet, however, the foreign language "talkie" is in the future. Every language teacher knows the value of plays and, alas! (if he has ever tried to have his pupils produce one) the drudgery of drilling for the production. A "talkie" film to accompany the study of a play, scene by scene, day by day, what a marvel! Perhaps we shall have them in our schools, if the producer of such financial trifles emerges.

Just now, speaking about foreign languages to a moving picture producer might be disagreeable or even dangerous. The Spanish have a proverb, "Don't say rope in the house of the man who has been hanged." The export of moving picture films has been a very profitable line of the business. But can a "talkie," squawking English, be shown to German or Spanish audiences? Foreign film manufacturers are said to be chuckling with glee. The Italian dramatist, Pirandello, perhaps from professional jealousy, says that the supremacy of the American moving-picture industry has received its death-blow.

On the other hand, an Argentine journalist foresees a different result. Spanish and English, he thinks, are the languages of the future, at least on this continent. This is easy to concede. The truth of it forms one of the most cogent reasons why the study of Spanish (in preference to any other foreign language) should have a place in our high schools.

But to return to the Argentine journalist. As the modern world is largely occupied with business, English is gaining ground as a world language. English and business are almost synonymous. At the "movies" all nations became accustomed to read a few words of English; from the "talkies" they will learn to understand English speech.

Understanding a language, however, is a very different thing from being able to converse in it. The North American traveler who goes to visit, even ten years hence, his South American neighbor, expecting to be greeted in English, will be grievously disappointed.

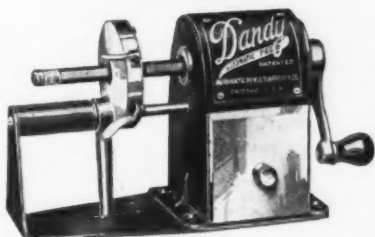
Besides, it is a mere act of courtesy in a visitor to speak the language of those whom he visits. And courtesy is so ingrained in the Spanish language that for many of our pupils the learning of a little exquisite courtesy may be considered a valuable by-product of the study. The advantage of knowing



Alfred Coester is professor of Spanish-American literature at Stanford University and is editor of *HISPANIA*, official journal of the American Association of Teachers of Spanish.

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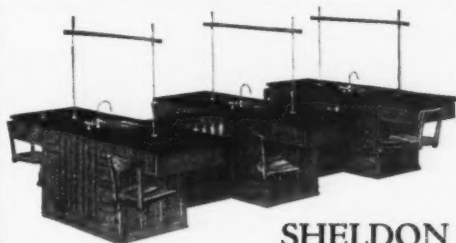
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what to say, as well as how to behave, will be clear from a single example. Consider the embarrassing moment of personal introduction. What shall one say? Grinning, no matter how pleasantly, at one's new acquaintance cannot put him into so agreeable a frame of mind as would the conventional salutation in his own language. Inability to say the right thing fills the grinning one with a sense of inferiority; while the proper words establish a sympathetic relationship.

Recent investigations have shown that a fairly large percentage of adults have a need at some time for knowing a foreign language. Even the little knowledge which is acquired in a high school course confers an advantage on the individual who possesses it.

His elementary training puts him far ahead of another adult who attempts to pick up the foreign tongue when the need for it is pressing. The time used in studying Spanish in the high school will be well spent because our relations with Spanish-speaking Americans, governmental, commercial, and personal, will increase enormously in the future.

* * *

C. L. Walton, principal of Caruthers Union High School, Fresno County, reports that additional land has been purchased for a high school site, a cost of \$2400. This money was an unexpended balance from last year.

* * *

The Mercury Story Book, with an introduction by J. E. Priestley, is a collection of best stories from the London Mercury, and published by **Longmans Green and Company**, 221 East 20th Street, Chicago. There are 25 mighty interesting stories; 415 pages; \$2.50.

* * *

Lisa Jane and the Kinkies, written and illustrated by Mary Phipps, is a big book for little children and is printed throughout in two colors, including the 100 illustrations. It is published by **J. H. Sears and Company** of New York; \$2. A book of good fun!

* * *

J. D. Sweeney, superintendent of schools at Red Bluff, is author of an interesting and valuable series of feature article entitled "One Hundred Years Ago in History" and published in the Red Bluff Daily News.

* * *

The **Progressive Education Association** held its tenth annual convention at the Willard Hotel, Washington, D. C., April 3-5, 1930. The executive secretary is **J. Milnor Dorey** with offices at 10 Jackson Place, Washington, D. C. Stanwood Cobb is president; Dr. John Dewey is honorary president.

Child Poems from Siskiyou

WE have enjoyed reading, in the magazine, poems written by the school children of Santa Rosa and in the small school at Little River, Humboldt County.

The children of our school here in Siskiyou have written a number of poems during the last three school terms, which we submit to you in hopes that you may find room for one or two of them in the columns of your paper. They are entirely original both in thought and composition.

Our school, though small, (two teachers) is enrolled 100 per cent in the C. T. A.—**HARLAND C. McDONALD**, Principal Grenada School, Siskiyou County.

Seasons

IN spring the world turns green again.
In autumn it is brown,
In summer things turn yellow,
In winter the snow drifts down.

In springtime bloom the violets,
And buttercups wax yellow,
In autumn-time the apples
And pears so rich and mellow.

In summertime the peaches,
Large, golden, and bright.
In winter-time the frost and snow
Making the world white.

We sit by the cozy fireplace
As the snow keeps drifting deeper;
And whisper a prayer of thankfulness
To God, our heavenly Keeper.

—LEOLA ROBISON, 12 years.

Moonlight

IT is beautiful at midnight
When the stars are shining bright,
And the moon is coming up behind the hills.
You can hear the crickets humming,
The katydids a-strumming;
And the owl's weird hoot on yonder rills.

—ANNA SUTTER, 13 years.

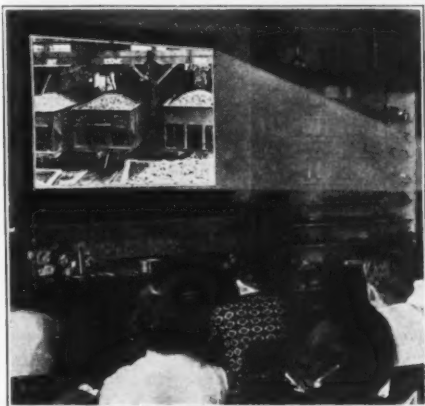
* * *

At a recent meeting of the **Sutter County Teachers Association** (of which A. A. Hunter of Live Oak is president) there was an attendance of 75 members. Inspiring and helpful addresses by Miss Helen Haffernan of the State Department and E. G. Gridley, manager of the C. T. A. Placement Division, Berkeley.

Your pupils can't spend a day in a coal mine...

...but this new teaching device enacts the whole story of coal before their eyes *in fifteen minutes.*

WITH THIS new classroom aid the topic is pictured *in motion*. On a silvered screen the miner is shown donning his working clothes and riding down into his gallery. Then follows a series of scenes depicting the entire process of anthracite mining. Eventually the miner comes up the shaft. He has spent a long day below, but the class has been given the whole story of his work *in a quarter of an hour*. In fifteen hours of reading...even in fifteen hours actually spent in the mining district...the children could not cover the subject as thoroughly as it is covered



with the aid of this special school film.

Anthracite Coal is only one of the many Eastman Classroom Films available on topics of Geography, General Science and Health. Write for "A New Descriptive List of Eastman Classroom Films."

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Just what is the objective in Junior Business Training? Where does the emphasis belong?

In GENERAL BUSINESS SCIENCE, by JONES and BERTSCHI
the authors build their philosophy on the premise that

All boys and girls are CONSUMERS and CITIZENS
and that some of them will be paid WORKERS.

General Business Science

gives all the necessary training for jobs on the junior level of employment, and in addition, opens up the whole field of business for exploration and develops the subject in accordance with Junior High School objectives.

*Write our nearest office for examination copy
or descriptive literature*

THE GREGG PUBLISHING COMPANY

NEW YORK

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Miss Ruth B. Matheson, supervisor of writing in the Redwood City Schools, has made an interesting study of penmanship problems in which she makes the following recommendations:

"Have a goal for each grade. It has been found by a wide survey of writing in all kinds of business and professions that the final standard of writing should be at least as good as sixty on the Ayres Scale. That is not difficult.

"Yet because of individual differences there may be a few children in seventh and eighth grades who can never reach this standard. It would be a serious mistake to force those to reach sixty who possess not the ability. On the other hand some children with little effort may reach seventy, eighty or even ninety.

"To the teacher or supervisor of writing I would say Give a great deal of encouragement. Do everything to make your work pleasant. Happy normal children are more responsive to a smile, a word of praise, than anything. Children are worth more than the subject."

* * *

Mrs. Louise J. Taft, of Colusa, is U. S. field secretary for the W. C. T. U. She recently made a tour of the California state teachers colleges, from Arcata to San Diego, in the interests of the world war against alcoholism.

* * *

Miss Hazel Nell Bemus, director of art and physical education in the Santa Ana schools, reports many activities, including traveling art

exhibits, with prizes for the best compositions and poems based on the exhibits.

Josephine Flaherty, a sixth grade girl, wrote the following poem concerning the painting "The Sunset on the Pacific" by Frank Cuprien.

*The wonderful sea of azure blue,
And the sky of every hue,
The water's edge with its colors gay,
Blending in with the sands of gray.*

*The sunset on the Pacific sky,
Reflected on the mountains high,
The green and blue of the rolling sea,
Was just the thing to paint and see.*

* * *

Psychology by Robert S. Woodworth, professor of psychology, Columbia University, is a famed text, widely used since its appearance in 1921. The publishers, **Henry Holt and Company**, have now brought out a revised edition, with much new material. This weighty book of 600 pages is primarily for college use.

* * *

A Little Children's Orchestra

Over a year ago S. H. Thompson and G. W. Thompson of Eureka, with the aid of Karl Moldrem, violinist and teacher, conceived the idea of the formation of a baby orchestra to interest the parents in musical education for children.

Although the idea of teaching mere babies how to play a musical instrument and organizing a group of them to play together was rather risky, the Thompsons ordered some tiny violins. They realized that it was highly essential that the baby violins be of the highest quality and material, and found it necessary to have them made in Europe.

Not a single one of the 19 was able to read either "reading" or music when they began practicing. The most difficult part of the entire effort was teaching the babies the first seven letters of the alphabet to identify the notes on the musical scale, and the first four numerals enabling them to count. These fundamentals are necessary before note reading can begin.

Music critics who have either heard and seen the orchestra play here, or have seen them in the *Pathe News* have marveled at their teamwork.

Eureka "Baby" Orchestra Wins Fame



These Eureka youngsters, under the direction of Karl Moldrem, have attracted international attention as the Sherman Thompson Baby Orchestra. Not only the novelty of the organization, whose small performers range in age from two and a half to six years, but the real proficiency of the players, several of whom have developed into capable soloists, with a smoothness of tone, and precision of bowing which is surprising for their ages, has attracted widespread attention, and has broadcast the fame of Eureka throughout the entire nation.



Scene on grounds of the California School of Arts and Crafts, Oakland

On this campus, from June 30 to August 8, the California School of Arts and Crafts will conduct its 24th annual Summer Session. There will be thirty interesting courses in drawing, painting, design, the crafts, art appreciation, and methods of teaching art. The faculty will number some twenty highly trained art and craft specialists, including Glenn A. Wessels, just returned from two years advanced study with Hofmann of Munich.

Write today for summer catalog E-5

F. H. MEYER, Director

California School of Arts and Crafts

Broadway at College Avenue, Oakland, California

California School Librarians Meet

AT a recent meeting of the California School Library Association, Northern Section, Miss Katherine D. Steele of the San Mateo Junior College presided.

New officers were elected as follows: President: **Polly R. Hatch**, Polytechnic High School, San Francisco; Vice-President: **Helen Price**, University High School, Oakland; Secretary: **Lillian Morehouse**, Palo Alto Union High School; Treasurer: **Mrs. Nell B. Fuller**, Modesto Junior College; Director: **Katherine D. Steele**, San Mateo Junior College.

The following were elected to honorary membership: **Vierling Kersey**, State Superintendent of Public Instruction; **Milton J. Ferguson**, State Librarian; **Mabel Gillis**, Assistant State Librarian; **Mrs. May Dexter Henshall**, County Library Organizer, Sacramento; **Sydney B. Mitchell**, director of the school of librarianship, University of California, Berkeley; **Mary Barnby**, Alameda County Librarian, Oakland; **Dr. T. W. McQuarrie**, President of San Jose State Teachers College; and **Susan T. Smith**, Librarian, Berkeley Public Library.

The Western Penmanship Association holds its third annual convention at Los Angeles on May 23.

The officers are **R. E. Wiant**, president, **Bertha E. Roberts**, vice-president, and **Myrtle I. Palmer**, treasurer.

Among those taking part in the program will be, —**Robert H. Lane**, "Place of Writing in the

Activity Program"; **Madeline Veverka**, "Penmanship as Problem Solving for Little Children"; **Marietta Charlotte Ely**, "Methods Used in the Teaching of Writing in Elementary Grades"; and **Albert E. Bullock**, "Methods Used in the Teaching of Writing in Junior and Senior High Schools".

A notable feature of this important convention is the exhibit-display of activities, projects, books, aids and other materials.

* * *

The **Inglewood High School District** started work in its new branch high school the first week of the semester as scheduled. Mr. Harold O. Simar has been appointed dean of boys and Mrs. Ruth U. Darsie dean of girls.

* * *

Principal O. S. Thompson of Compton High School has announced the names of the following Principals for the five junior high schools that are to open next fall within the district: **F. C. Hemphill**, Miss **Velva E. Thompson**, **Charles F. Eckels**, **William W. Jones**, and **Warren L. Strickland**.

* * *

Los Angeles Vocational Association Officers elected for 1930,—

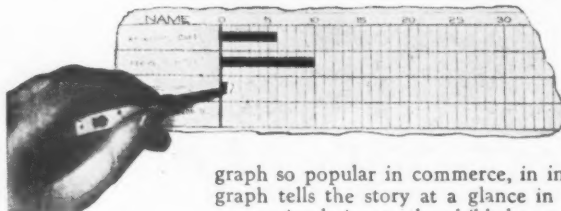
President: **Parke S. Hyde**, Stevenson Junior High (Re-elected unanimously).

Vice-President: **Drew C. Amo**, Venice High.

Secretary-Treasurer: **Effie June Hayden**, Polytechnique Special Day and Evening.

THE MOTIVATION CHART

MOTIVATION BY GRAPHIC METHODS



graph so popular in commerce, in industry, and in scientific literature—the graph tells the story at a glance in the most vivid way. There is nothing more stimulating to the child than to see his own progress in graphic form.

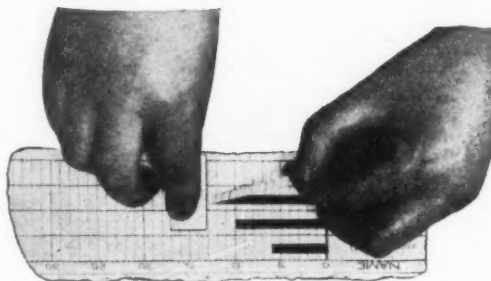
How the Motivation Charts Are Used

These charts can be used in innumerable ways in the research department, the administrator's office and the classroom. Every day new uses suggest themselves. Some specific uses are listed here:

- 1—As a Record of Objective or Standard Tests
- 2—A Health Chart
- 3—Attendance Records
- 4—To prevent Tardiness
- 5—Group Competition
- 6—Class Average Record
- 7—Teaching the Art of Graphics
- 8—Typewriting and Shorthand Progress Charts

Prices: 15 cts. to 50 cts.

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When Making Your Book Orders

YOU may not have the publishers address conveniently at hand when you want it. To conserve some of your time the Sierra Educational News has compiled a list of the names and addresses of school-book publishers who want to sell their books to the California schools.

When preparing your requisitions have this list on your desk so you will get the correct name of the publisher and his proper address. This will save

you time and also the time of those who place the orders.

The list is of advertisers in the Sierra Educational News in 1929-30. Further details of their publications may be obtained by consulting their advertisements in the magazine—or write to the Sierra Educational News for desired information.

Whenever possible buy from the firms who advertise in your magazine —the Sierra Educational News.

Directory of School Book Publishers, 1929-30

American Book Co.	121 Second St., San Francisco
D. Appleton & Co.	149 New Montgomery St., San Francisco
A. S. Barnes & Co.	67 West 44th St., New York City
Milton Bradley Co.	554 Mission St., San Francisco
Century Co.	353 Fourth Ave., New York City
Classroom Teacher	950 Monadnock Bldg., San Francisco
F. E. Compton & Co.	280 Battery St., San Francisco
Denoyer-Geppert Co.	Drawer B, So. Berkeley
Denoyer-Geppert Co.	Box 635 Arcade Station, Los Angeles
Dodd, Mead & Co.	449 Fourth Ave., New York City
Samuel French	811 West 7th St., Los Angeles
Ginn & Co.	45 Second St., San Francisco
Globe Book Company	149 New Montgomery St., San Francisco
Gregg Publishing Co.	Phelan Bldg., San Francisco
Ruth Crocker Hoffman	460 Grand Ave., Riverside
Houghton Mifflin Co.	612 Howard St., San Francisco
Iroquois Publishing Co., Inc.	Syracuse, N. Y.
J. B. Lippincott Co.	2244 Calumet Ave., Chicago
Little, Brown & Co.	149 New Montgomery St., San Francisco
Macmillan Co.	350 Mission St., San Francisco
G. & C. Merriam Co.	Springfield, Massachusetts
Newson & Co.	2500 Prairie Ave., Chicago
A. J. Nystrom & Co.	45 Second St., San Francisco
F. A. Owen Publishing Co.	554 Mission St. San Francisco
G. P. Putnam's Sons	2 West 45th St., New York City
Rand McNally & Co.	559 Mission St., San Francisco
Row, Peterson & Co.	149 New Montgomery St., San Francisco
Charles Scribner's Sons	230 Post St., San Francisco
Scott, Foresman & Co.	149 New Montgomery St., San Francisco
Teachers Co-operative Center	432 Sutter St., San Francisco
Technical Book Co.	525 Market St., San Francisco
Harr Wagner Publishing Co.	609 Mission St., San Francisco
C. F. Weber & Company	650 Second St., San Francisco
John Wiley & Sons, Inc.	525 Market St., San Francisco
John C. Winston Co.	149 New Montgomery St., San Francisco
World Book Co.	149 New Montgomery St., San Francisco

Progress at South Pasadena

THE South Pasadena Board of Education has acted favorably upon a recommendation to erect small auditoriums at each of three elementary schools this summer. It is the intention to follow this up with an auditorium at another building the following summer and so on until each school is so provided.

It has also been decided to enlarge the Administration Building by at least 70 per cent, providing additional offices for supervisors, a professional library, a larger conference auditorium, and especially more room for supplies of all kinds.

It is also the intention to add improvements to the extent of about \$8,000 to the high school cafeteria and banquet room.

It is estimated that all these improvements will cost upwards of \$60,000 and will be paid for out of current funds.—**George C. Bush**, Superintendent, City Schools.

• • •

The **San Francisco Teachers Federation** recently celebrated its eleventh anniversary at a banquet. Paul Mohr was the presiding officer. Special welcome was given to the new Administrators' Union, of which John C. McGlade, Assistant Superintendent of Schools, is president, and which is the second of its kind in the United States.

The meeting was addressed by Roe H. Baker, president, San Francisco Labor Council; John O'Connell, secretary of same; Dr. J. M. Gwinn, San Francisco Superintendent of Schools; and others.

• • •

The Map-o-Graph is a new apparatus for producing desk outline maps recently announced by the **Weber Costello Company**, Chicago Heights, Illinois. The maps made are 5 by 7 inches; the printing set comprises handle, 7 map rolls, ink pad and ink. Extra rolls are available. The set complete is listed at \$29.

• • •

Miss Bertha Oliver, of the Superintendent's Advisory Council of Los Angeles City, reports that the Council has gone on record as favoring the two following resolutions:

1. That leaves-of-absence for study or travel be given the same credit as teaching for salary rating, provided said leaves-of-absence be not oftener than once in seven years.

2. That leaves-of-absence for study or travel be given the same credit as teaching for pension-rating, provided that the said leaves-of-absence be not oftener than once in seven years, and provided that the regular amount of money be paid into the pension fund.

• • •

The pupils of the **Hillsborough District** school, of which Richard L. Crane, Jr., is superintendent, issue a monthly school newspaper. It is mimeographed, in magazine form, and with many illustrations in black and white and in color. **James Hart** is editor. It is a highly creditable example of creative literary activity in a progressive school.

Tehama's County Superintendent

ALTA STILLWELL OHRT; born — Tehama County. Parents—Mr. and Mrs. J. T. Stillwell, pioneer farmers of Corning.

Married to Emil C. Ohrt of Red Bluff, California, 1912. One daughter, Helen E. Ohrt, junior in Red Bluff High School.

Schools—Graduated from Red Bluff Union High School and State Teachers College at Chico.



Mrs. Alta S. Ohrt

Teaching Experience—Twelve years in city and rural elementary schools of Tehama County.

Appointed to fill unexpired term of County Superintendent Paul D. Henderson who resigned August 15, 1929.

• • •

The Northern Section of the California School Library Association has formed a **Committee on Small School Libraries** whose function is to assist in any way possible those small school libraries which are being conducted by teachers in part time or by pupils with little or no supervision. The committee consists of **Helen L. Price**, University High School, Oakland, chairman; **Susie Sutton**, Eureka High School; and **Mrs. Eleanor Faure**, Orestimba High School, Newman.

The headquarters of the committee are at University High School, Oakland, and questions sent there will be cheerfully and promptly answered.—**Polly R. Hatch**, President, California School Library Association, Northern Section.

Report on Certification

Continued from page 29

agreed that there are badly needed changes in the certification laws and the regulations of the State Board of Education governing teacher training and the issuance of credentials.

First, the committee feels that there is no longer any need for county board examinations for the elementary certificate. A study reveals that California is one of the very few remaining states that grant certificates by this process. The educational reputation of the state is being hurt by the continuance of this obsolete method of granting certificates. A questionnaire answered by 46 county superintendents of California reveals that practically all of them are in favor of the abandonment of the county board examination and only one gives unqualified disapproval.

To secure such abandonment would require a constitutional amendment.

Second, there is a tremendous waste of energy and money by the County Superintendent and County Board of Education in the matter of granting and issuing certificates. At present the holders of all forms of State Board credentials and teacher training institution diploma-credentials must apply to the County Board, recorded and filed in the county office. All this effort and expense could be obviated by the simple expedient of having the County Superintendent's office keep a record of the evidence of such credentials as are submitted by teachers.

In order to correct these two weaknesses, this committee is suggesting to the Legislative Committee that we seek the repeal of those provisions of the State Constitution which confer powers upon the County Boards of Education in the matter of issuance of teachers' certificates and the holding of teachers' certificate examinations.

In order to get more immediate relief in the matter of County Board examinations for certificates, it is proposed that the law governing the giving of such examinations be amended to require as a prerequisite to taking the examination evidence of three years of training beyond high school graduation in a recognized teacher training college, or two years of such training and two (2) years of successful public school teaching experience.

Third. The committee recommends that steps be taken to insure that California teacher training institutions establish an adequate system of selecting candidates for training, of counseling them in the fields of training, and

of following up their product in service. Last year the excess of the credential and life diploma fees over the possible expenditures from the fund thus created was over \$50,000. This had to be turned back into the general fund of the state. It is thought that this money could be well spent in carrying out the provisions of the above recommendation.

Fourth. There is a growing feeling that the principle of granting general and special secondary credentials should be discontinued and in its place a plan be devised for the granting only of secondary credentials limited to the major and minor subjects and such others in which the applicant has had at least eight semester hours of training. It is contended that there are many teachers in our high schools handling subjects in which they have had very little or no training.

In the questionnaire referred to earlier in this report, about half of the county superintendents gave approval of the discontinuance of the general secondary credentials. Only a few stated that there might be difficulty in handling the small high schools of their counties, if the credentials were limited. Some, however, claimed the principle of restricting the credential is all wrong, that high school teachers are too subject-matter minded now, and that what they need most of all is more training in methods of teaching high school subjects and particularly a transfer of the teacher's attention from subject matter to interest in the pupil as an individual and a personality.

However, the committee feels that the general secondary credential should be discontinued but does not think that the credential should be limited to specific subjects, such as algebra, geometry, American history. It does approve unanimously of recognizing general fields of training, such as the social sciences, natural sciences, mathematics, home-making, etc., in the granting of secondary credentials. It is understood of course that any action in so limiting the secondary credentials would not be retroactive.

There are other matters of certification that the committee recognizes as in need of revision, such as the junior high school certificate, and will give them study as early as possible.

Respectfully submitted,

COMMITTEE ON CERTIFICATION,

Pres. Phelps, acting for Pres. Hardy; Dr. John Almack, Paul E. Stewart, R. E. Golway, Miss Christine A. Jacobsen, Miss Helen A. Winchester, A. J. Cloud, C. C. Hughes, G. C. Bush.

Payment of Teachers Salaries

ALFRED E. LENTZ, C. T. A. Legal Advisor

THE claim of a teacher for his salary for June 1929, was not presented, for some reason, to the governing board of a school district until the following school year. It appears that at the end of the school year 1928-1929, during which the claim of the teacher accrued, there was a balance of district funds sufficient to pay the claim of the teacher.

When the claim was presented, however, during the school year 1929-1930, it was discovered that the balance left from the school year 1928-1929, had been improperly expended to pay bills accruing in the school year 1929-1930, before paying claims accruing during the school year 1928-1929.

The governing board refused to honor the claim of the teacher when presented holding that under School Code section 4.701 the teacher must wait until the end of the school year 1929-1930, and, if any balance then remained, he might then be paid.

The Attorney General in his opinion No. 7012 (February 10, 1930) held differently, ruling that since the balance of the funds remaining from the school year 1928-1929 had been improperly expended, there must be a reallocation of the 1929-1930 funds to permit the immediate payment of the teacher's claim, and that the teacher not being required to wait until the end of the present school year.

This ruling of the Attorney General is somewhat surprising. It has been and still is the rule in California that moneys accruing to a school district during one school year cannot be used to pay claims accruing during a subsequent school year.

In fact, the Attorney General himself in his opinion No. 6596, (February 23, 1929) held that when funds budgeted to a county superintendent for one fiscal year are mistakenly expended to pay claims accruing during a previous fiscal year, there could be no more funds budgeted to the county superintendent.

The two situations appear to be identical and it is difficult to understand why the same rule should not be applied.

Equal Salaries for Men and Women Teachers

SCHOOL CODE section 5.730 reads as follows:

"Females employed as teachers in the public schools of this state shall, in all cases, receive the same compensation as is allowed male teachers

for like services, when holding the same grade certificates."

It appears that the Clear Lake Union High School district employed two teachers, a man and a woman, who held identically the same certificates and taught the same programs. The salary of the man was fixed at \$2400 per year and that of the woman at \$1800 per year.

The woman filed a claim against the school district for an additional \$600, the difference between her salary and that of the man, relying on the above quoted section of the School Code. The question was referred to the Attorney General, who in his opinion No. 7075 (April 8, 1930), held that the contract made with the woman "is contrary to the terms of the said act of the legislature which particularly requires that females employed as teachers shall in all cases, receive the same compensation as is allowed male teachers for like services when holding the same grade certificates."

The Attorney General advised, however, that the governing board of the high school district not draw a warrant to pay the claim of the woman teacher unless the matter was first submitted to a court for its decision.

Although the law had been violated by the governing board of the district in discriminating against the woman teacher, the Attorney General gave as his opinion, that the members of the governing board would not be personally liable on account of the contracts.

* * *

Girl Captives of the Cheyennes

GRACE E. MEREDITH of La Verne, California, as author and editor of "Girl Captives of the Cheyennes," has produced a book that not only contains much interesting material but also tends to keep alive information concerning the hardships and privations of the travelers from East to West after the gold excitement of 1849 had subsided.

The story deals with a German family who left their home in the Blue Ridge Mountains of Virginia in April 1870, to seek a new location in the West. The journey was started under auspicious circumstances behind teams of well-trained oxen. Stops were made at various places and—pleasant pictures are painted until the dreadful scene with the Indians is portrayed. Four young girls saw their father, mother, sister and brother cruelly murdered by a band of redskins.

The four sisters as captives suffered innumerable hardships before they were finally rescued by General Nelson A. Miles and reunited.

The author of the book is a niece by marriage of one of the four captives and listened with interest to the adventures of her aunts. The style of the story is interesting and gives an intimate account of the American Indian when on the warpath. The book may be procured by writing Mrs. Grace E. Meredith, La Verne.



On Fiery, Plunging Steed

Daring all, fearing nothing....dexterous, valiant knight errant ever conquering evils impending, gloriously avenging countless wrongs, the child of today becomes the illustrious prince charming of ancient Fairyland Kingdoms.

Medart See-Saws, like all the many pieces of

Medart Playground Apparatus, encourage imagination, that priceless heritage of childhood. And so the mind is developed. The exercises obtained develop the body at the same time, erecting strong fortresses of health to guard the later years.

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FRED MEDART MFG. CO.

555 MISSION STREET, San Francisco

631 S. SPRING STREET, Los Angeles

GENERAL BUSINESS SCIENCE by Lloyd L. Jones and Lloyd Bertschi. The Gregg Publishing Co., New York. 604 p.

Prices, Text, \$1.50. Projects Part I, 72 cts., Part II, 50 cts.

ALTHOUGH this book is designed for the Junior Business Training field, it meets, as its name implies, the information, exploration, and guidance aims of the junior high school. Throughout the volume, the point is brought out that all persons are living in the economic community; that business is the great social agency; that it is good citizenship to know about business.

The first seven units of the book and accompanying project material provide orientation—an omnibus trip through the great fields of business activity. The remaining units comprehend the application of the social and economic knowledges and appreciations previously gained, to business functions and services, clerical practices and office procedures on a level with the occupational opportunities available to students of junior high school age and on a level with their community experiences. The two pads of Business Projects offer an abundance of try-out or exploratory material.

This book and project material were built upon research and experience and do not stand

merely upon the position and opinion of the authors. Not only the attitude of the business man who is looking for a more intelligent and more efficient employee has been kept in mind, but also the opinions of business men who feel that they can deal more intelligently with customers, consumers, and clients who know something about business. The text and practice materials were built from the co-operative study of clerical service and office practice made by the office managers and the public schools of Cleveland, Ohio.

• • •

S. J. Mustol, director of instrumental music, Santa Ana City Schools, has made an interesting statement (published in the Santa Ana Daily Register) concerning our "national" songs, such as the "Star Spangled Banner" and "America". He states that "A national song should be within the ability of every one, or the majority of the people, to sing. The tonal compass of the 'Star Spangled Banner' makes this almost an impossibility. It is too difficult for the vast majority to sing, aside from the fact that it is a foreign tune."

• • •

MRS. F. E. RAYMOND, manager of the Pacific Coast and Orient Office, Gregg Publishing Company (Phelan Building, San Francisco), announces the appointment of **Mr. Carroll D. King** of Los Angeles as a representative of the company.

California's State Bird

SELMA WERNER, *Audubon Association of the Pacific*

WHEN from all sides is heard the wail of politicians that voters will not go to the polls, how delightful it is to know that a quiet little campaign has been going on, responded to by over 100,000 voters—the campaign for the State Bird of California.

I say quiet, but the success of this campaign has been due to the enthusiasm and tremendous energy of the chairman for the Association of State Bird Campaign Committee, Bert Harwell, president of the Audubon Association of the Pacific, who took charge of the northern part of the State, and to Mrs. F. T. Bicknell, chairman of the State Bird Committee and originator of the whole movement.

Thus the California Audubon Society and the Audubon Association of the Pacific co-operated and through their committees reached schools, clubs, and business organizations in every part of the State.

After a campaign of over a year the successful candidate chosen is the California Valley Quail, which won by an overwhelming majority.

It seems a wise choice, for no other bird is more widely distributed or better known in California. Its cheerful little call in the valleys and foothills is known to all. Anyone who has watched a covey crossing a road or whirring into the brush has a thrill never to be forgotten.

But having chosen the Valley Quail as our State Bird, is there not a lesson to be learned from the emblem of our State—the Grizzly Bear? At one time common enough to be chosen for our emblem—at present there is not one to be found in the State of California.

May we give better protection to our little feathered friend—the best-loved bird of California—the Valley Quail. For further information, address Mr. Brighton C. Cain, 221 Thayer Building, Oakland.

* * *

Mrs. Frances Arnold Greenwood will present courses in the department of education for rural and elementary teachers at the 1930 Summer Session University of California. She will also have charge of music appreciation work at Mills College this summer. Mrs. Greenwood is well known to the schools of California through her connection with the R.C.A. Victor Company, Inc.

She has appeared at a large number of institutes and conventions on the Pacific Coast.



This little girl has a tame Valley Quail as her pet and companion. The bird is brave, kind, and gentle.

California Conference of Social Work

THE twenty-second annual meeting of the California Conference of Social Work will be held at Santa Barbara this year, from May 13 to 17. A cordial invitation is extended to members of social and health agencies throughout California, to teachers, and to all persons interested in problems of social welfare, to attend the sessions of the conference and affiliated kindred groups which are scheduled to take place.

Under the leadership of Justin Miller, dean of the law school of the University of Southern California, elected president for 1930, and Dr. Erle Fisk Young, chairman of the program committee, plans for the Santa Barbara meeting are well under way. "Social Progress and the Law" has been selected as the Conference theme. The program will range over the whole field of interests covered by the standing sections on Health, Family and Child Welfare, Delinquency, Organization and Administration, Education, Recreation, Industry, and Racial and Citizenship Problems.



The California Valley Quail is a friendly and gentle bird—beloved by children

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* * *

Henry Randolph Bull, who lived in Healdsburg for nearly a half-century, constantly engaged in school work, recently passed away. He was widely known in Sonoma County and in Northern California. An illustrated account of his life appeared in the Sierra Educational News, in the February issue 1929.

NOTICE OF TEACHERS' EXAMINATION**San Francisco Public Schools**

An examination to qualify teachers for appointment to positions in the Kindergartens and Grades one to three, of the San Francisco Public Schools, will be held in San Francisco, California, on Saturday, May 31, 1930, at 8:30 a.m.

Full details may be secured by writing to the Department of Personnel, Office of the Superintendent, City Hall, San Francisco, California.

Applications must be on file in the Office of the Department of Personnel not later than Saturday, May 24, 1930, at 12 m.

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Aviation in the New School

WILLIAM G. PADEN

Superintendent of Schools, Alameda

I CRASHED the gate so to speak, in order that I might attend a meeting of the Committee of the Guggenheim Foundation on Aviation. Through the aid of this fund there has been established at New York University a department for the training of instructors in aviation, with a special emphasis on the vocational side. In other words, little or no thought will be given to the making of pilots in the secondary schools, but more and more time will be devoted to the training of young men to fit into the 25 or 30 vocations directly connected with the aviation industry.

It was interesting to note that New York University at the present time is unable to supply the demand for instructors. Nearly all the school men who were present at this committee meeting, signified that they, at the present time, have established courses in their schools or intend to do so in the very near future.

Snap Into Line

It behooves the vocational departments in secondary schools to snap into line immediately if they expect to be able to serve efficiently the young men who are rapidly being called into the aviation industry.

It was brought out at this meeting, that although the original funds of the Foundation are now exhausted, an additional \$25,000 had been advanced to the committee for further study and research during the next 12 months.

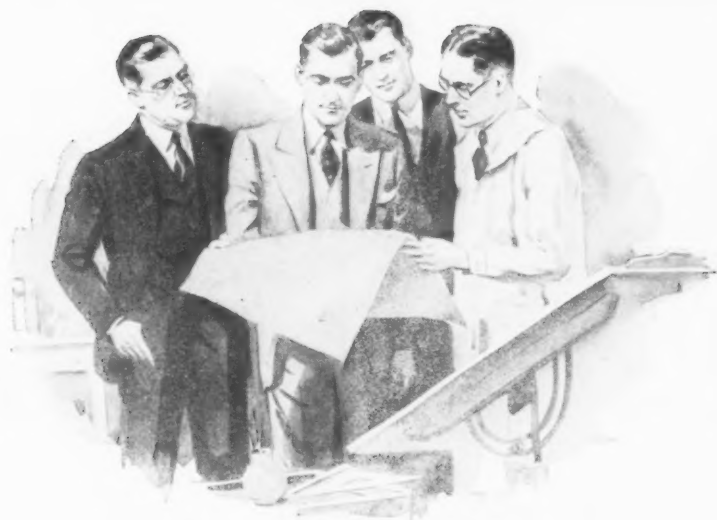
Miss Amelia Earhart spoke on the place of girls in aviation. She contended that the modern girl has a real place in aviation just as she has in any other business, but that she will have to establish her skill as a pilot before the vast majority of people will feel confident enough to ride with her in perfect safety.

New York University stands ready, at the present time, to advise and counsel with secondary schools or colleges that are contemplating introducing the study of aviation in their schools. They will furnish proposed courses of study, or they will criticize and revise courses of study submitted to them. Dr. Spaulding, who is in charge of that particular department at New York University, signified his willingness to be of service in every way possible.

The pupils of the **Loomis Grammar School** (at Loomis in Placer County) of which Earl E. Gates is principal, publish a school magazine called **he Broadcaster**, mimeographed, with many illustrations and represents directed pupil activity.

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